



Alfred University  
OUTSIDE of ORDINARY

2025-2026  
GRADUATE CATALOG



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# General Information

## Catalog Disclaimer

Alfred University strives to publish a catalog each year. Academic requirements for a degree coincide with the year a student is matriculated. What is in the catalog for a student's matriculated year will be reflected on the student's degree audit. The university makes every effort to ensure accuracy of the information provided. Students should be aware:

- That any content of the catalog can change and do not constitute an irrevocable contract between student and university. Students should be aware of their responsibility to keep apprised of current policies and requirements by viewing online portions of Academic Policy, etc. and working with their advisors.
- That admission to the university or registration of a given term does not guarantee availability of any specific course. Course availability is determined by student demand and instructor availability.
- That the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school, or the teaching personnel listed in the catalog may have changed.

## Accreditation

Alfred University is accredited by:

- Middle States Commission on Higher Education
- New York State Board of Regents, and the Commissioner of Education
- Engineering Accreditation Commission of ABET
- American Chemical Society
- National Association of Schools of Art and Design
- American Psychological Association, Commission on Accreditation
- Association to Advance Collegiate Schools of Business
- Commission on Accreditation of Athletic Training Education
- National Association of School Psychologists
- Council on Accreditation of Counseling and Related Educational Programs
- Association for Advancing Quality in Educator Preparation

## Our Mission

### Our Mission

Alfred University's mission is **helping students realize their purpose**. People living a life of purpose enjoy longer and happier lives. Alfred University promotes its mission through three core strengths:

### Intersections

Nestled in the scenic Allegheny Mountains, Alfred University offers a broad array of curricular and co-curricular options from which students can build impactful educational pathways. There are also intersections with applied, experiential learning opportunities; leadership, communication, and critical thinking development; and engaging with community members who bring different perspectives and backgrounds to our campus. All these intersections contribute to meaningful, professional, and personal outcomes.

### Mentorship

We promote connections for students with each other, faculty, staff, and alumni. These connections form the basis of lifelong friendships and mentorship, which positively impact the life trajectories of our graduates.

Thanks to the success of our faculty and staff in securing research grants, our students benefit from faculty-mentored, hands-on research opportunities that investigate cutting-edge problems using state-of-the-art technologies.

### Inclusivity

We are deeply committed to the self-realization and success of every student at Alfred University. We foster a sense of belonging among all members of our campus community – faculty, staff, and students – in which our ability to express ourselves thoughtfully, and to listen and learn from others advances the capacity to thrive in the workplace and our communities. These power skills embody our values and are essential to preparing our students for their future careers and lives.

Alfred University prides itself on being inclusive since our founding in 1836. We were the first higher education institution in the country to be fully open to women and one of the first to admit Native American and African American students. We were the first school to invite a woman to deliver the commencement speech. Renowned orator and abolitionist Frederick Douglass visited Alfred University several times in the 1850s and remarked about the friendliness and kindness of our campus community, as well as the beauty of our rural setting.

## **Academic Calendars and Final Exam Schedule**

The Alfred University academic calendar consists of two 15-week semesters (inclusive of final exams), each with 75 scheduled class meeting days; one 12-week Summer Term (in 6 Sessions); and one 4- to 5-week term between semesters, called “Allen Term,” (Winter Term) in which short-term faculty-led travel courses and online courses are offered. During Fall and Spring semesters, some 2-credit courses are offered in a half-semester format, meeting only in A-Block (first half) or in B-Block (second half).

[The Academic Calendars for 2025-26 and 2026-27](#)

Fall and spring semesters end with a 1 week final exam period. Courses are assigned a 2 hour block for final exams, which does not always align with regular class times. Students should consult the final exam schedule and their course syllabi to identify when their final exams are scheduled. Students are expected to remain on campus through the end of their exams.

[Final Exam Schedule](#)

# Admissions

The University admits to programs of graduate study those students who hold four-year baccalaureate degrees from an accredited college or university and demonstrate the ability to perform credibly at the graduate level. Applicant qualifications are judged by the faculty of the department of program to which they apply.

Each successful applicant is admitted into a program leading to an advanced degree, and expected to follow a planned course of study (within the degree of flexibility set forth in program descriptions in this catalog). On occasion, otherwise well-qualified students are admitted to degree programs in a field different from their undergraduate preparation. Such students must take the requisite undergraduate courses as part of their graduate degree requirements.

Applicants who do not satisfy the customary requirements, but who demonstrate promise in some way, may be encouraged to take some graduate level coursework as a Non-Degree student in order to strengthen their application for reconsideration for a future term.

## Non-Degree Students

The Graduate School recognizes the desire or need of college graduates to enroll for a limited number of graduate courses prior to enrolling in a graduate degree program. A maximum of 12 credit hours is permitted on this basis. Students who wish to take courses “non-degree” need not apply for Admission, but should contact the Student Service Center in Seidlin Hall for information about registration.

Credit hours earned “non-degree” before admission to an Alfred University graduate degree program may or may not be applicable toward the degree sought. If denied admission, the applicant may not register for further non-degree graduate work. During the Fall and Spring Semesters, non-degree study is not permitted in graduate Art or Art History courses but is permitted in Allen Term and the Summer Term.

## Application Procedures

An application should be [completed online](#).

The materials and credentials to be completed and returned by each applicant include the following:

1. an Alfred University application

2. application fee
3. official transcripts of all previous post-high school academic work
4. two letters of recommendation from former instructors or employers (three letters for the PhD, Counseling, and School Psychology Programs)
5. Statement of Intent
6. Resume
7. for some programs, records of scores on standardized admissions tests, interviews with faculty, and/or an art portfolio

## GPA Requirement

Applicants to the Graduate School must demonstrate a strong level of academic achievement. A cumulative undergraduate GPA of 3.0 or above on a 4.0 scale is recommended for applicants to all programs. Applicants to the MEd in Literacy program must have a minimum cumulative undergraduate GPA of 3.0.

## Test of English as a Foreign Language

The language of instruction at Alfred University is English. All international applicants who have not received a baccalaureate or master's degree from a US institution must submit official results from a recognized testing company such as the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Duolingo, and others. If you have any questions, please contact Lindsey Burnham at [gertin@alfred.edu](mailto:gertin@alfred.edu).

We exempt only English-speaking citizens of Australia, Bermuda, Canada, Great Britain, Ireland, Jamaica, New Zealand, Nigeria, Trinidad, and the West Indies.

## Graduate Record Examination

Standardized testing requirements vary by program. The Alfred University Institution Code is 2005.

### Graduate Record Exam (GRE)

GRE general section scores are required for applicants to the following degree programs:

- Doctor of Psychology (PsyD)
- Master of Art /Certificate of Advanced Study School Psychology (MA/CAS)

GRE general section scores are required for applicants to the following degree programs with a cumulative undergraduate GPA of less than 3.0/4.0:

- Master of Science in Education / Certificate of Advanced Study Counseling (MS Ed/CAS)

Applicants to the following degree programs are encouraged to submit official scores of the general section of the GRE:

- Master of Science (MS)
  - Biomaterials Engineering Science
  - Ceramic Engineering
  - Electrical Engineering
  - Glass Science
  - Materials Science and Engineering
  - Mechanical Engineering
- Doctor of Philosophy (PhD)
  - Ceramics
  - Glass Science
  - Materials Science and Engineering

## Portfolio

All MFA applicants are required to submit a portfolio of 20 works. The portfolio must be submitted in digital format. For detailed instructions by program, please visit the [Graduate Art Portfolio page](#).

## Application Fee

A non-refundable application fee of \$60 is charged for each application. This may be paid upon completion of the online application on [AU CashNet](#). The application will not be processed until this fee is paid. You may also pay the application fee via credit card by calling 800-541-9229 during normal business hours.

## Interview

Applicants to the Counseling and School Psychology programs are expected to have an on-campus interview.

## Application Deadlines

- Business Administration (MBA) - reviewed on a rolling basis
  - For priority consideration - May 1 (Fall), November 1 (Spring)
  - International Students - February 1 (Fall), October 1 (Spring)
- Counseling (MSEd/CAS) - reviewed on a rolling basis: Fall application only
  - For priority consideration - February 1; applications must be completed by August 1
  - International Students - February 1
- Engineering (MS and PhD) - reviewed on a rolling basis

- For priority consideration - January 15 (Fall) - for full consideration of funding.  
Applications will still be considered after this date, funding considerations will be given to those who apply by the deadline November 1 (Spring)
- International Students - February 1 (Fall), October 1 (Spring)
- Fine Arts (MFA) - Fall application only
  - January 15 - Ceramic Art, Sculpture/Dimensional Studies, and Electronic Integrated Art
  - February 15 - Alfred-Düsseldorf Painting
- School Psychology (PsyD) - Fall application only
  - January 15
- School Psychology (MA/CAS) - Fall application only
  - February 1st – priority deadline  
Applications are considered after February 1st on a case-by-case basis until the class is filled

Late applications may be considered if places in the class still exist for qualified applicants. Early application is strongly encouraged.

## Immunization Requirements

Students born after December 31, 1956 must provide written documentation of immunity to measles, mumps, and rubella, as required by New York State Public Health Law 2165. Students who do not comply will be withdrawn from the University and will not be able to attend classes. Questions regarding this requirement or any other aspects of student health services may be directed to Health Services at the Wellness Center at 607-871-2400.

## Deposit

Each applicant who is accepted as a full-time graduate student is sent an acceptance letter and medical form. The student is required to submit a \$200 enrollment deposit signifying intention to enter the Graduate School. The medical form must be completed and returned to the Health Services Office in The Wellness Center prior to the beginning of the student's program of study. Failure to submit the \$200 enrollment deposit within the time period specified may void the acceptance. The deposit, less any unpaid charges, is refunded after graduation (or after leaving the University, provided the student follows the prescribed procedure for discontinuing the program described below). The deposit is not deducted from any subsequent term bill. It is forfeited if the student withdraws prior to attending classes or does not enter the Graduate School.

## **Withdrawal/Leave of Absence**

A student who is obliged for any reason to leave the University must first consult with the Director of his or her degree program or dean. A Leave/Withdrawal Form, available from the dean or on the Registrar webpage under Forms, must be completed and submitted. Such initiation of withdrawal or leave of absence allows for proper guidance and is necessary if the student is to receive the expected refund.

## **Transfer Credit**

Transfer credit evaluations from other accredited institutions shall be made by the Dean or appointed representative of the college or school in which the student is enrolled or wishes to enroll. The evaluation is forwarded to the Registrar's Office to be placed on the student's permanent record. No more than six semester credit hours of graduate work, or 20% of coursework, whichever is greater, may be transferred into a master's degree or certificate of advanced studies program. Doctoral programs permit up to 50% of coursework as transfer credits. No transfer credit is permitted for the M.F.A. degree program. Additional restrictions may apply to specific programs.

# Tuition, Expenses, Financial Aid

## Tuition and Fees

For full-time students enrolled in the College of Business, the comprehensive tuition in 2025-2026 is \$34,600 per year, which covers costs for all instruction totaling twelve to eighteen credit-hours each semester. For full-time students enrolled in the School of Graduate and Continuing Studies, the annual tuition for 2025-2026 is \$27,090.

For full-time students enrolled in the School of Engineering or the School of Art & Design, the annual tuition for 2025-2026 is \$27,090.

Each student is required to pay a student service fee. For the 2025-2026 academic year, this fee is \$1,380 for full-time students and \$130 per semester for part-time students.

Part-time students are billed at the part-time instruction rate. The current part-time rate is \$710 per credit hour for College of Business and School of Engineering. For the School of Graduate and Continuing Studies, the rate is \$710 per credit hour. It should be noted that students in residence who have completed all credit-hour requirements, but who are engaged in thesis research, will be considered full-time students and billed accordingly.

## Other Fees & Expenses

The \$60 application fee has been discussed as part of the admissions procedure. The \$200 acceptance deposit is non-refundable to those who do not attend the University. For those who attend, \$200 is held as a deposit as long as the student is enrolled. The \$200 is returned, less any unpaid charges, after graduation or following the student's formal withdrawal, if done according to the official procedures. Students who do not notify the University before the semester begins that they will not be returning, forfeit their advance deposit.

All registered students are expected to carry health insurance. Proof of student health insurance must be provided, prior to their arrival on campus, by all international students and all students that are participating in an intercollegiate sports team. The University does offer a Student Health Insurance Plan through a private carrier for

international students only. The yearly coverage runs from August 2025 through August 2026 and the premium is subject to annual change.

All students with motor vehicles must register with the Director of Safety and obtain a parking permit. Parking Registration may be paid on-line or through the student account.

Additional charges are added to those students registered in courses requiring special materials (e.g. studio art courses) or services (e.g. assessment testing). These charges will vary and are projected to be from \$15 to \$300 per credit hour or \$5 to \$500 per course. Course associated fees (except for private music lessons) are refunded on the same percentage schedule as tuition.

There are limited housing opportunities for students in graduate houses near the main campus. To apply for these accommodations or obtain help in locating off-campus housing, contact Graduate Admissions or the Office of Residential Communities.

Although these expenses vary widely from one student to another, one can estimate that board and room can be obtained for \$16,130 or less per school year in the Alfred area based on 2025-2026 rates.

## Billing and Payments

Alfred University does not mail paper bills. Statements covering all charges for the semester are available online through CASHNet, the university web-based e-Commerce system in June and must be paid by August 1st. Statements covering charges for the second semester are available in November and must be paid by January 1st. Statements are issued on a regular basis for those students that have new charges or a balance outstanding. There is a \$35.00 fee for late registration changes. Past due accounts will be charged a late fee at the rate of 18% per annum on the unpaid balance. The University reserves the right to charge a flat fee of \$75 if an account balance is not cleared by the due date of a bill.

Students should access the CASHNet billing system through their AU Banner Web student access portal. Parents or other users can log on to this secure site using their own login ID and password as soon as the student gives them authorization to do so. Once a parent or other authorized user has their own separate access, they will receive notification when a bill is created and uploaded to the CASHNet site. They can also use the site to make payments through a checking or savings account, verify that the

account is paid in full, and review activity on a student account. The website is secure and certified as PCI compliant.

Refunds for overpayments on accounts are issued after financial aid is disbursed, after the class drop period has ended – typically the end of the second week of classes each semester. A small amount may be advanced at the beginning of a term to assist with the purchase of books and other supplies.

Refunds for students leaving campus during the academic year are prorated based on the point of withdrawal within the semester.

It is important that the student formally withdraws from the University since refunds are determined by the date of receipt of the withdrawal notice. Formal withdrawal starts with the Dean's Office of students' college or school. A student seeking to withdraw should make an appointment with their Assistant Dean.

Students are required to meet all financial obligations to the University when due. They will not be allowed to register for the following semester if there is a significant balance outstanding on their account. Students will not be allowed to receive a diploma if they are delinquent in meeting financial obligations due the University or any University organization.

All students are required to sign a statement each semester certifying their understanding that if the university does use a collection agency or take legal action for any account balance due, they will be liable for and shall pay all costs and expenses incurred by Alfred University, including reasonable attorney's fees and/or collection fees (which may be based on a percentage at a maximum of 33.3% of the debt) resulting from the referral.

## Financial Aid

Alfred University provides substantial financial support for graduate study. Most of the University funded assistance is provided in the form of assistantships and fellowships. In addition to its own resources, the University participates in federal aid programs that are applicable to its degree programs. The majority of this funding is in the form of low interest student loans. This section highlights and summarizes the available funding sources. Questions and requests for further information should be directed to the Office of Student Financial Aid.

### Alfred University Funded Aid Assistantships and Fellowships

Award values vary widely. University funded assistantships may range from a work stipend only to a combination of tuition grant, up to full-tuition, and a stipend. All University sponsored assistantships will require a work commitment from the student. Work assignments may include research, teaching, faculty assistance and administrative support.

Assistantships and Fellowships are determined and awarded by the academic departments and faculty advisors. In the assignment of assistantships, factors such as academic record, purpose in graduate study, professional accomplishments, employment experience as well as personal skills and character may be considered. Most assistantship awards are made prior to enrollment during the admissions process. However, some additional assistantship funding may become available after enrollment depending on the timing of research contracts and grants secured by the faculty.

Generally speaking, all full-time students in programs leading to the degree of Master of Arts, Doctor of Psychology, Master of Science in Education, and Master of Business Administration are offered a University funded half-tuition assistantship upon admission. Seventy-five percent of the assistantship value is paid as a tuition grant and twenty-five percent is paid through payroll as a stipend for the work commitment. In addition to the half-tuition assistantship many students also receive additional funding.

Students admitted into the Master of Fine Arts Program receive assistantships, which provide a full-tuition grant and a stipend for the academic year. Graduate assistants are required to serve as teaching assistants or provide administrative support to fulfill their award obligation. Students must be enrolled full-time to receive the assistantship.

Upon a successful review of the application for admission, graduate students admitted to the School of Engineering initially receive a work stipend assistantship. After acceptance, students may be considered for additional assistance as opportunities become available through various faculty research contracts and grants or teaching assistantships. This additional assistance may be additional work assignments and/or tuition assistance. Tuition assistance may range up to full-tuition with an annual stipend. These opportunities are determined by the individual faculty members based on a student's background and expertise in light of a particular research project's available funding and needs. Assistantship activity in the School of Engineering is coordinated by the graduate program director.

### **War Memorial Graduate Scholarship**

This award provides the income from an endowment, approximately \$500 per year, to be awarded to an Alfred University graduate who will attend the Alfred University Graduate School full-time for an academic year. Eligible students may indicate their interest to the Office of Student Financial Aid. Awards are based on need and academic performance. An attempt is made to rotate the award among the various programs in the Graduate School.

### **Marguerite A. Coughlin Endowed Scholarship**

This award provides a partial tuition grant to a part-time education graduate student. Eligibility criteria require applicants to be enrolled in a Master of Science in Education degree program, seeking state certification, a resident of Allegany or Steuben County, New York, currently employed as a teacher, and committed to teaching as a career. Need for assistance is also considered. Application may be made by contacting the Executive Director Student Financial Services by April 15 of each year.

### **Federal Loan Opportunities**

Graduate students are eligible to apply for federal financial aid coordinated by the Alfred University Office of Student Financial Aid. The following programs are available:

#### **Federal Direct Loan (FDL)**

The Federal Direct Loan (FDL) is a federal financial aid program under which loan funds are made available to students for educational expenses. FDL provides low-interest loans, available to undergraduate and graduate students who are matriculated in a degree program for at least six credits per semester and who are U.S. citizens or permanent residents.

The FDL Program makes two types of loans available to students; a subsidized loan and an unsubsidized loan. Only unsubsidized loans are available to graduate students.

Under the unsubsidized FDL Program, the student is responsible for making the interest payments while enrolled in school. There are two options available regarding these interest payments. Students may make monthly interest payments while enrolled, or the student may agree to add the interest due to the principal of the loan (this is called capitalization) at repayment.

Direct loans have a federal loan fee deducted at disbursement. The interest rate is a fixed rate, which is set by the federal government. The Federal Direct Unsubsidized Loan interest rate is currently 8.08% for graduate students. This interest rate is set annually by the federal government. This interest rate is expected to change on July 1, 2025.

Graduate Students may borrow up to \$20,500 unsubsidized loan each academic year. Students may not borrow more than the annual loan limit. Also, a student's annual FDL may not exceed the approved federal cost of attendance minus any other types of financial aid.

Generally, repayment of loan principal begins six months after the student ceases to be enrolled on at least a half-time basis. The standard repayment period may extend up to ten years depending on the total amount borrowed. The minimum monthly payment is \$50. Several other repayment plans are available as well.

To receive a FDL, students must annually file the Free Application for Federal Student Aid (FAFSA), complete Entrance Counseling, and complete a FDL Master Promissory Note/Loan Agreement (MPN).

Although the FAFSA must be completed for each academic year, Entrance Counseling and the FDL MPN are one-time requirements to be completed prior to borrowing the first loan.

#### **Federal Direct PLUS Loans**

The Federal Direct PLUS Loan is a federal educational loan program which provides low-interest loans, available to parents (Parent PLUS Loan) of dependent undergraduate students and to graduate students (Grad PLUS Loan). The graduate student borrower must be a U.S. citizen, permanent resident, or eligible noncitizen and must be attending at least half-time (six credits per semester) in a degree granting program.

The Federal Direct PLUS Loan is not a need-based loan or based on a specific income level. However, to participate, borrowers must demonstrate a satisfactory credit rating according to federal guidelines and credit standards. An applicant's credit standing is determined upon receipt of a PLUS Loan application. Applicants determined to have an adverse credit history, may receive a loan if the applicant obtains a credit worthy endorser or successfully appeals a credit decision.

PLUS borrowing is limited to the cost of education minus other financial aid resources. PLUS loans currently have a fixed interest rate of 9.08% which is set annually by the federal government. This interest rate is expected to change on July 1, 2025. The interest is not subsidized while the student is in school and will begin to accrue with the first disbursement. Federal regulations require that a loan fee be deducted from the loan at disbursement.

The PLUS Loan repayment period begins 60 days after full disbursement of the annual loan amount. For example, a

loan made for the 2025-2026 academic year would be “fully disbursed” with the spring semester 2026 loan payment in early January, making the first loan payment of principle and interest due in early March 2026.

The monthly payment and the repayment period will depend on the amount borrowed. The minimum monthly payment will be at least \$50, and the standard repayment period may extend up to 10 years. Several other repayment plans are available as well. Grad PLUS Loan borrowers enrolled on at least a half-time basis (6 or more credit hours) may receive a deferment for repayment of principal and interest during enrollment, and for up to 6 months after leaving school.

To receive a PLUS Loan, the Free Application for Federal Student Aid (FAFSA) must be filed annually for the student. The borrower must complete a PLUS Loan Master Promissory Note/Loan Agreement (PLUS MPN), annually request a loan and demonstrate satisfactory credit. Although the FAFSA and a loan request must be completed for each academic year, the PLUS MPN needs to be completed only once. Loan counseling is required for Graduate Students. Entrance Counseling is a federal requirement for all Graduate PLUS borrowers. PLUS Entrance Counseling only needs to be completed once, prior to receiving the first Grad PLUS Loan.

### Assistantships and Fellowships

Activity for assistantships and fellowships is coordinated through the Alfred University Office of Graduate Admissions and the appropriate academic departments. The individual academic departments make specific award decisions.

Generally, a completed application for admission and the student’s subsequent acceptance will initiate consideration for a University funded assistantship. However, procedures can vary among the academic departments.

Any necessary application criteria or special requirements regarding assistantship funding will be communicated to students by the academic departments or the Office of Graduate Admissions.

Graduate students wishing to be considered for University and federal aid (Direct Loan, Graduate PLUS Loan, and Work-Study) are to complete a Free Application for Federal Student Aid.

## Financial Aid Satisfactory Academic Progress Policy for Graduate Degree Programs

In compliance with federal regulations and University policies, Alfred University has established satisfactory academic progress standards for financial aid. Students must meet these standards to be eligible to receive federal or University financial aid payments.

To be eligible to receive financial assistance under any Federal Title IV or University assistantship, scholarship, grant, loan, or work program, students must demonstrate minimum qualitative and quantitative academic measurement standards. The qualitative and quantitative standards used to measure satisfactory academic progress are cumulative and encompass all enrollment periods, including periods of enrollment during which the student did not receive federal or University aid.

### 1. Qualitative Measurement

The qualitative measurement standard is expressed as a minimum cumulative grade point average (CUM/GPA) which must be demonstrated prior to each semester of enrollment. The following chart illustrates the minimum CUM/GPA requirement:

Criteria	Requirement	
Semester of Attendance	1	2 or more
Minimum CUM/GPA	0	3.0

### 2. Quantitative Measurement

The quantitative measurement standard has two concepts: a maximum time frame in which the student is expected to finish a degree program; and a comparison of the number of credit hours the student attempted with the number of credit hours the student successfully completed to determine whether the student is progressing at a rate which will allow the student to finish the program within the maximum time frame. This is referred to as the minimum completion ratio.

#### ◦ *Maximum Time Frame*

The maximum time frame in which the student is expected to finish a graduate degree program is defined as 150% of the published length of the program, according to the Alfred University Catalog, measured in attempted credit hours. For example, if a graduate program requires 30 credit hours to complete a degree, the maximum time frame for which the student may be eligible for aid

is the period during which the student attempts 45 credit hours ( $30 \times 1.5 = 45$ ).

- *Minimum Completion Ratio*

The percentage of attempted credit hours a student must successfully complete to demonstrate SAP is the minimum completion ratio. For all graduate degree programs at Alfred University, this percentage is 67%. The minimum completion ratio is determined by dividing the program credit hours required for graduation by the maximum time frame credit hours.

The application of the completion ratio is cumulative. Therefore, a student must successfully complete 67% of all credit hours attempted to demonstrate SAP for federal and University aid. For example, if a student attempted 30 credit hours during the first two semesters of enrollment, this student would need to demonstrate at least 20 successfully completed credit hours to satisfy the SAP minimum completion ratio requirement ( $30 \times .67 = 20.1$ ).

### 3. **Evaluation Periods and Frequency of Measurement**

The review of a student's SAP is done at the end of each academic semester, after final semester grades are posted by the Registrar. All students are reviewed regardless of the student's enrollment status or number of semesters attended during the academic year.

### 4. **Cumulative Grade Point Average (CUM/GPA)**

The CUM/GPA is the CUM/GPA as determined and recorded by the University Registrar on the student's official Alfred University academic record. Grades earned at other institutions for transfer credits are not considered to determine the student's Alfred University CUM/GPA or SAP CUM/GPA requirements.

### 5. **Attempted Credit Hours**

For purposes of SAP, a credit hour is considered attempted unless the student's academic record demonstrates one of the following grade designations for the course credits: CH, AU, or EX.

Classes/courses which carry a designation of 0 credit hours are not considered attempted credits. Transfer credits are also considered attempted credits. See G below, "Transfer Credit Hours."

### 6. **Earned Credit Hours**

A credit is considered successfully completed and earned if the student's academic record demonstrates a P, or A through D grade for that credit hour. Classes/courses which carry a designation of 0 credit hours are not considered earned credits. Transfer credits are also considered earned credits. See G below, "Transfer Credit Hours."

### 7. **Transfer Credit Hours**

Credits transferred into Alfred University are considered as both attempted credit hours and earned credit hours for the SAP quantitative measurement standards, maximum time frame and minimum completion ratio.

### 8. **Failure to Demonstrate Satisfactory Academic Progress**

#### *Loss of Aid Eligibility*

Students who fail to meet one or more of the SAP standards become ineligible to receive further Federal Title IV and University aid payments at Alfred University. The first time this occurs, the student will be placed on Financial

Aid WARNING for one semester. This allows the student to be considered for Federal and University aid sources for this one semester. During this Financial Aid WARNING semester the student is expected to achieve SAP compliance as identified in their WARNING notice. If they do not achieve the necessary SAP compliance, at the end of the one-semester WARNING, they will have to Right to Appeal their aid ineligibility status as addressed in this policy.

#### *Right to Appeal*

Students determined to be ineligible for Federal Title IV and University aid programs have the right to appeal. Appeals must represent extenuating circumstances which occurred to cause the student to fail achieving SAP. Appeals must be made in writing (a letter or email), authored by the student, presented to the Director of Financial Aid prior to the start of the 3rd week of classes, and supported by appropriate documentation. Appeal decisions are made by the director.

All appeals must include an academic plan which, if followed, will ensure the student is able to meet SAP standards within one or two semesters of additional attendance. Academic plans must be approved by the student's college/school dean and identify specific actions and academic performance criteria the student will satisfy during and at the end of each semester in the academic plan.

Students are provided specific, detailed guidance for appeal letters, allowable appeal circumstances, and academic plans when notified of SAP noncompliance.

#### *Financial Aid Probation*

If a student's appeal is approved, the student will be placed on financial aid probation for the next semester attended. Students may receive aid payments during probation. At the end of the probation semester, the

student must satisfy all SAP standards and/or their academic plan requirements to be eligible for continued aid payments the following semester.

9. **Reinstatement of Aid Eligibility**

Students who do not satisfy the SAP requirements may reinstate their aid eligibility by correcting SAP deficiencies without the benefit of Federal or University aid or submitting a successful appeal and satisfying SAP standards after a probation period.

Please Note: this level of academic progress is not sufficient to guarantee that Graduate Scholastic Standards Committees will also approve of the student's progress and not take action. See the statements on grade point average and Academic Status under the heading "Academics."

# Student Life and Resources

## Campus Center

### Campus Center

The 60,000 square foot Arthur and Lea Powell Campus Center built in 1994, features panoramic hillside views, a forum/movie theater, an "open air" food court, a large open event space, student organization offices, a media hub, the bike hub (bike rentals), meeting rooms, an Alumni Lounge, mail room, gaming space, commuter lockers and student lounge. Resources found in Powell Campus Center are the Center for Student Involvement, Pamela Lavin Bernstein Center for Advising, Offices of Vice President of Student Experience and the Dean of Student Experience, the Institute for Cultural Unity and the University Barnes and Noble Bookstore.

### Division of Student Experience

The Division of Student Experience helps students meet their personal and academic goals within the caring residential environment at Alfred University. Staff members and programs encourage students to develop, explore and express themselves as individuals and as community members.

Outside the classroom, student clubs and organizations offer a multitude of exciting activities for every interest. Concerts, arts, theatre and dance events, comedy clubs and coffeehouses provide quality nightlife. Intercollegiate athletics involve one out of every five students; many students also participate in intramurals.

Our professional staff offers a full range of student development and learning opportunities – from career planning and counseling to health care, residence life and leadership education. As part of the transition into their first year at Alfred University, incoming students take part in a required orientation. They meet fellow students and faculty members and become acquainted with our historic campus and its facilities.

### Extra-Curricular Activities and Events

More than seventy student-led organizations exist at Alfred University. Organizations offer students a chance to pursue special interests or discover a new one. They also assist in the

development of leadership skills, goal setting, and budget management. There are many more clubs than mentioned here and there are new clubs being formed each semester.

For most up to date information about clubs and organizations visit [auconnect.alfred.edu](http://auconnect.alfred.edu).

### Student Government

Participation in co-curricular activities benefits Alfred students in many ways. There is no better training for many professions than experience in student government. The present Student Senate has been in existence since 1976 and has been instrumental in initiating changes and improvements.

The Senate meets weekly. Each Senator is elected by the student body and represents various constituencies on campus. The Senate president and vice-president are chosen by a campus-wide election.

Among the Senate's major functions are raising and discussing issues of student concern, proposing constructive changes to promote student well-being, and distributing funds to other campus organizations. The Senate elects or recommends student representatives for University and college committees.

### Entertainment Opportunities

Whether producing a major concert with national touring performing groups or displaying your own personal talent in front of a packed theater, there is a diverse range of ways to entertain or be entertained at Alfred.

- Student Activities Board – the main provider of a large variety of entertainment programming: BINGO, magicians, musicians, laser tag and so much more.
- Performing Arts Division – Opportunities abound for co-curricular involvement in Orchestral, Vocal and Instrumental Music groups, Dance ensembles and Theatrical productions

### Outdoor/Environment Opportunities

- Forest People – Alfred's outdoor recreational club travels far and near for activities including repelling, rafting, hiking, and more

### Media Organizations

- Fiat Lux – monthly publication/student newspaper (online)
- AUTV – student-produced video media content (online)
- WALF – 24-hour campus radio station with an eclectic mix of music styles

## Cultural Events and Films

Several campus organizations sponsor appearances by visiting artists, speakers and groups. The Student Activities Board (SAB) and individual academic divisions invite lecturers and performing and visual artists to campus for residencies and one-night appearances. Alfred University student groups sponsor a number of popular entertainers in the Powell Campus Center as well as large concerts by well-known performers. Alfred Art walk occurs on the third Thursday every month with arts venues open all over the Village of Alfred.

Student theater and dance productions, as well as performances by musical ensembles, occur at frequent intervals throughout the year.

## Major Weekends and Events

- Homecoming Weekend – Highlighted by a Saxon football game and great entertainment
- Hot Dog Day – A well-established tradition, Hot Dog Day is a combination of street carnival and springfest; craft sale, parade, wiener dog races, many other amusements and festivities, all centering on the consumption of thousands of hot dogs. The funds raised by this community event are turned over to area charities
- FestiFall – Annual Fall festival with pumpkin carving, cider pressing, vendors, activities and more
- Large Act Concert – SAB's annual gymnasium concert has included The Plain White T's, Adam Sandler, Alanis Morissette, Bare Naked Ladies, Smashmouth, Vanessa Carlton, Black Eyed Peas, Gym Class Heroes, Everclear, OAR, The Wrecks and Fitz & The Tantrums.

# Athletics

## Athletics

Athletics are an integral part of campus life. A wide-ranging program of intercollegiate competition, intramural sports, and recreational activities satisfies students' individual athletic aspirations. All outdoor facilities and most indoor facilities are available for general student use outside of varsity athletic usage.

## Indoor Facilities

McLane Center is the hub of athletic and recreational activities housing our six-lane pool and adjacent diving well (McLane Natatorium), the Gibbs Fitness Center (with over 60 pieces of equipment designed to promote cardiovascular fitness as well as strength training equipment), the Gene Castrovillo '75 Athletic Training Room, and the Mena '73 & Rick '75 Hansinger Family Physical Rehabilitation Center. McLane Center is also home to the Joyce & Walton Strength

and Conditioning Center, which is restricted to student-athlete and athletic staff use, as well as Terry S. Galanis Family Arena, which is available for public use upon request.

The Joyce & Walton Family Center for Health & Wellness is a 33,000-square-foot addition to McLane Center which includes a 140-meter, raised indoor track; an all-purpose court suitable for basketball, volleyball, badminton, soccer and other open space games; and two locker rooms. It also features a multi-purpose room for yoga and other group exercise.

The indoor surface in the annex is used by athletics, recreation, and large campus events.

## Outdoor Facilities

Outdoor facilities include Yunevich Stadium (home of the Saxon football, lacrosse, and soccer teams) with a multipurpose artificial surface accommodating intercollegiate sports, intramural activities and recreation; Harrington Field for softball; four tennis courts and two pickleball courts; and Connors Family Pavilion.

The Bromeley-Daggett Equestrian Center at Maris Cuneo Equine Park, just minutes from campus, opened in Fall 2005 featuring indoor and outdoor arenas, 52 stalls, and classrooms.

Jericho Hill Fields, soon to be renovated as the future Saxon Hill Sports Complex, will be under construction from the summer of 2024 through early 2026. When completed, the Saxon Hills Sports Complex will feature a rugby field, 400-meter track, throws area, multi-purpose turf field, and a baseball field. The Complex will also feature a cross country running trail which in the winter transitions to a cross country ski trail.

## Intercollegiate Athletics

Alfred University sponsors intercollegiate athletics for women in alpine skiing, basketball, cheerleading, soccer, cross country, swimming & diving, tennis, track & field, lacrosse, softball, rugby and volleyball. Men's intercollegiate sports include alpine skiing, baseball, football, cross country, track & field, basketball, rugby, soccer, lacrosse, swimming & diving, and tennis. The dressage, hunt seat, and western equestrian teams are varsity and coeducational.

Alfred is a member of the National Collegiate Athletic Association (NCAA Division III), the Eastern College Athletic Conference and the highly competitive Empire 8 Conference, while skiing competes in United States Collegiate Ski and Snowboard Association (USCSA), Hunt Seat and Western

Equestrian in the Intercollegiate Horse Show Association (IHSA) and Dressage Equestrian is in the Intercollegiate Dressage Association (IDA).

Cheerleading competes for the National Cheerleaders Association; women's rugby competes for the Upstate New York Collegiate Rugby Conference; and men's rugby competes under Lake Effect Rugby Conference.

## Club Sports

Club Sports change year to year and are based on student interests. The University also offers club sports such as Volleyball, Archery, Golf and e-Sports.

Intramural Sports are a way for students to compete in a fun atmosphere against other students from Alfred University. A variety of sports are offered throughout the school both in-person or virtually. To get more information about what is currently being offered or sign-up, check out our [schedule](#).

Past intramurals included: soccer, basketball, flag football, pickleball and 3-on-3 basketball.

# Housing and Dining Services

## Housing and Dining Services

Alfred University is a residential university. We believe that residence hall living is a key component of a student-centered educational experience in which academic learning is integrated with student development. Each student is personally accountable for maintaining a safe and secure environment in their residence hall that promotes a healthy standard of community living.

For these reasons, provisions are made to house students on campus throughout their undergraduate years. Students are required to live on campus for a minimum of three years (six semesters). In order to be considered for a waiver to the housing policy after residing on campus for three years, students must have a minimum 3.0 cumulative grade point average, no active conduct disciplinary status, and have participated in a designated seminar to learn about what it means to be a responsible member of the larger community.

Students may be eligible for an off-campus release prior to completing the minimum three-year residency requirement if they meet one or more of the following criteria:

- Married, in a legal partnership
- Providing direct care for a legal dependent
- 23 years of age or older
- Honorably discharged veteran of the US Armed Forces: DD-214 must be provided as documentation

- Already possessing a baccalaureate degree from an accredited institution (reviewed for verification)
- Residing with a parent or court-appointed legal guardian at the person's permanent address who is commuting one-way fewer than:
  - 60 miles (enrolled prior to Spring 2023)
  - 30 miles (enrolled after Fall 2022)
- Completing an academic approved co-op, internship, or study abroad not within the respective mile travel distance from campus\*
- Transfer students upon admission that show through documentation that they have resided on campus at another institution for 3 years and upon transfer have a minimum 3.0 cumulative grade point average at their prior institution

For more information about living in the hall, contact the Residential Communities office at 607-871-2186.

## Housing Options

With a broad spectrum of living styles available, choices range from traditional residence halls to suites and apartments. Single rooms are available to students on a limited basis.

All residence halls are coed either by floor or by room/suite/apartment (same gender in room). All residence halls are non-smoking.

There are a limited number of beds available for our graduate student community. If you are interested in living on-campus as a graduate student, please reach out once deposited to Residential Communities via email. The email address is [residencelife@alfred.edu](mailto:residencelife@alfred.edu).

## Housing Staff

Trained undergraduate Resident Assistants live in each building. Our first-year Living Learning Communities also have a Living Learning and Area Coordinator to support the operation of the building and student success.

The Director of Residential Communities and Associate Director are available to help students acclimate to their new social and educational environment. The Office of Residential Communities, located in Bartlett Hall, is an available resource for student concerns.

## Meal Plans

All students who live on campus in residence halls are required to participate in a meal plan, except for seniors or residents of special interest houses and the Ford Street apartments. Our meal plan options are designed to give students maximum control of their meal management in

relation to their lifestyle. Meal plans allow maximum flexibility by allowing a meal swipe to be used either at Ade Dining Hall (all you can eat) or Powell Cafe (a grab and go location) in using a meal swipe. Additionally, a student has Dining Dollars on a semester basis.

- First-year students have a choice of three meal plans; the King Alfred, Gold, and Purple Plans.
- Sophomores and Juniors have an additional option of the Black Knight Plan. Dining Dollars are used like cash at any dining location and at selected vending machines.
- Meal plans are for individual student use only and are non-transferable.

Dining Dollars only come with the purchase of a meal plan, additional Dining Dollars are not for sale. Fall semester dining dollar balances carry over to the spring semester only if a meal plan is purchased for the spring semester. Dining Dollars are valid through Commencement day of each academic year.

Ade Dining Hall offers multiple all you can eat stations and vegetarian choices at every meal. Powell Cafe located on the top floor of the Powell Campus Center, offer one combo meal in exchange for one meal swipe per meal period.

For more information, please see the [AU Fresh! Dining Services website](#) or contact AU Fresh! at 607-871-2247.

### **Fiat Bux**

Students can also purchase Fiat Bux, which are similar to dining dollars with more buying power. In addition to dining locations and vending, Fiat Bux can be used to make purchases in the Clay Store, the Design Store, and Barnes and Nobles Bookstore. To purchase Fiat Bux use the Alfy card website and tap "Add Funds" to enter your credit card information (MC, Visa, AMEX and Discover) are accepted. You can invite family members to add Fiat Bux to your accounts from their homes.

## **Career Development Center Services**

Career Development Center (CDC) The CDC empowers students and alums to engage in professional development and find meaningful work through informed decision-making, practical experience, and connection to the global community. Our centralized career readiness resources are designed to:

- Prepare for post-graduation success by tapping into career-readiness resources, including professional document review, interview preparation, and job/ internship search assistance.
- Discover internships and full- and part-time jobs, explore the Gibbs Online Career Resource Library, and access career assessments.
- Connect with alumni and employers at on- and off-campus networking events, find a mentor, and build your professional network by engaging with industry experts and professionals in your desired field.
- Enhance your professional brand. Visit Cheryl's Closet to find gently used professional clothing options to wear for interviews, networking events, conference attendance, and class presentations.

## **Beth Robinson Judson Leadership Center**

The Judson Leadership Center of Alfred University is the home to many of our leadership programs. It encompasses the Women's Leadership Center programs, such as the Women's Leadership Academy, the AKO Leadership Awards, and the Women of Influence Speaker Series. The Center also offers the LEAD Athletic Program for our student-athletes, the Emerging Leaders Program for first-year students, and houses our chapter of Omicron Delta Kappa Honor Society. The Women's Leadership Academy is a selective leadership development experience open to students of any gender identity that provides deep training and mentoring over the course of an academic year. Annual events include seminars, workshop series, guest speakers, and networking events with alumni.

[Visit the Judson Leadership Center Website](#)

## **Opportunities in The Arts**

Theatre, art, music and dance opportunities are plentiful at AU, either through involvement within the Arts or through classes, concerts, exhibitions, or workshops in our many student organizations and productions. All students, regardless of major, can enhance their academic pursuits through involvement in the arts, led by highly qualified faculty and motivated students.

### **Art**

- Take a non-major studio art course
- Join one of the many art clubs
- Attend a reception at one of the six museums/galleries
- Join the monthly Art Walk
- Enjoy a summer workshop

## Theatre

- Act, stage manage, design and participate in many other ways in a wide range of faculty directed plays
- Write, produce, direct and perform in student productions

## Music

- Sing in the University Chorus or Encore Choir
- Play in the Symphony Orchestra, Symphonic Band, Jazz Band, Popular Music Ensemble and Sound Gathering Ensemble
- Form your own music groups, such as string quartets, brass ensembles and select vocal groups
- Learn to play the Chinese Guzheng, flute, guitar, piano or other instruments

## Dance

- Perform in professional guest artist, faculty and student choreography
- Create and perform in alternative indoor and outdoor sites
- Choreograph and/or perform in Informal Dance Showings
- Collaborate with dynamic artists in a variety of art forms
- Participate in a variety of dynamic dance clubs

## Performance Design and Technology

- Design sets, costumes, lighting, sound and props for all of the performing arts
- Collaborate and participate in technical aspects of theatre, dance and music productions

# Wellness Center

## Counseling Services

Located in the north wing of the AU Wellness Center building, near the Saxon Inn, Counseling Services, a component of the Wellness Center and a part of the Student Experience Division, provides a comprehensive range of counseling, consultation, and educational programs to promote the personal development and success of students. Individual, couple, and group therapy sessions are provided by nationally certified and licensed staff. Counseling services are available in person and via telehealth. These are completely confidential in accordance with standards set by the American Counseling Association.

The counseling staff members provide crisis response and can respond to mental health emergencies, during the semester. The Wellness Center offers all services at no cost to currently-enrolled undergraduate and graduate students.

Appointments for psychiatric consultation, via telehealth, are available for a

fee. Appointments for counseling or psychiatric consultation can be arranged by calling 607-871-2400 or by stopping by the office at 19 Park Street.

## Health Services

Health Services is located in the south wing of the AU Wellness Center building at 19 Park Street. A team of practitioners provides care for non-emergency problems and preventive health concerns. Services include consultation and treatment for acute problems, laboratory work and specimen collection, gynecological exams, and referral for specialist and hospital services. Emergency care is available after hours through our public safety office and free transportation is provided by the village ambulance to local hospitals.

There is no charge to meet with a provider at Health Services. Minimal charges are made for lab work, injections, and some equipment or medications.

Prescriptions for medications can be filled in Alfred at the Alfred Pharmacy or phoned in to students' preferred locations.

Other types of specialist services can be arranged through referrals to the local hospitals in Hornell and Wellsville and practitioners in the area. Students maintain the right to choose a health care provider or hospital and must assume all financial obligations for off-campus health care.

## Health Insurance

Alfred University expects students to carry health insurance. This can be done through various insurers. All student athletes are mandated to provide proof of their health insurance.

## Immunization Requirements

Students born after December 31, 1956 must show proof of 2 measles, mumps, and rubella shots after their 1st birthday or written documentation of immunity to measles, mumps, and rubella, as required by New York State Public Health Law 2165. A Tuberculosis screening and completion of Meningitis Vaccination Response form or Meningitis Vaccine are also required. A hold is placed on new students' registration activities until immunization records are received and cleared through Health Services. Students not in compliance will be withdrawn from AU and will not be able to attend classes. Questions regarding this requirement or any other aspects of student Health Services may be directed to the staff at Health Services at 607-871-2400.

## Wellness Education

The mission of the Wellness Education program is to promote lifetime healthy lifestyle choices through education, activities, and services to the campus community. Services for students include:

- Individual wellness education sessions
- Individual alcohol and drug education sessions
- Student internship opportunities
- Presentations for classrooms and residence halls
- Promotion of healthy lifestyle choices through events and social norm campaigns
- Referrals for students seeking assessment or evaluation for alcohol or substance abuse
- Data collection for needs assessment and program evaluation
- Campus policy review and recommendations

For more information or to make an appointment for a Wellness Education session, contact the Wellness Center at 607-871-2400.

## Alcohol and Other Drug Education

The mission of the Alcohol and Other Drug Education Program is to provide information, activities, services and support to the students, faculty, staff, and administration of Alfred University, to promote substance abuse resistance and to foster healthy lifestyle choices. This education and prevention program features:

- Fun, alcohol-free social activities
- Special events during Alcohol Awareness Week, Spring Break, Holidays, Orientation, and Graduation
- Social Norms Campaigns
- Presentations in residence halls and classrooms
- A resource center for personal and professional use
- Data collection for AOD use
- Policy review and recommendations
- Referrals for students abusing alcohol and other drugs

## Spiritual Life

The University is non-sectarian. In accordance with its century-and-a-half tradition, it extends a welcome to people of diverse ethnic and religious backgrounds. The University, Village, and surrounding area provide ample opportunities for students to find a religious community.

Religious communities in the Village of Alfred and beyond welcome student participation and many religious groups offer on-campus activities and programs specifically designed for University students.

You can see additional details about services available on our [Spiritual Life](#) page.

## Alfred University Family Association

Alfred University considers parents and family members to be valuable partners in student success. The Family Association (AUFA) is a way for parents/family to be informed and involved as partners in their student's education.

Membership in AUFA provides opportunities for parents/families to connect and engage with Alfred University while receiving information and opportunities to support their student's learning.

Parents and families are considered members of the Alfred University Family Association for free and will receive bimonthly e-newsletters and an invitation to an annual Family Association reception during Family Weekend. We want them to feel engaged in the AU community, connected to other AU family members and empowered to support their student's experience.

Email: [families@alfred.edu](mailto:families@alfred.edu)

## Alumni Association

The Alfred University Alumni Association dates back to 1884 when a group of enthusiastic former students established an organization to "create and maintain activities for the support and development of the University."

The Alumni Association is led by the [Alumni Council](#) whose members are selected from active alumni volunteers. In 2010, the Council updated the Alumni Association's Constitution and its mission: "The Alfred University Alumni Association actively supports and facilitates the strongest possible sense of community among Alfred University's administration, faculty, student body and alumni." The Alumni Council operates under the direction of an elected President and with the support of the Director of Alumni and Constituent Development.

Alumni are encouraged to attend virtual and regional events, and to also return to campus for special events, such as Hall of Fame Inductions, Homecoming and Reunion. In addition to being reunited with classmates and other AU alumni, these events often provide networking opportunities, introductions to current students and the chance to receive campus updates from Alfred University's administration and staff.

The Alfred Magazine, is offered on-line and mailed to engaged and active alumni. It offers information about events, along with campus news, class notes and alumni profiles. The University also communicates electronically with its alumni through E-News and social media.

Alfred University's [online community](#) is a vital link for communication among classmates and between the University and alumni. Alumni may register on-line for regional and campus events. The online Alfred Community enhances opportunities to stay in touch by offering a permanent email address.

The Office of Alumni Engagement is located on campus in the University Advancement Office at the Fasano House. Alumni and friends are encouraged to stop in when visiting the Alfred area. Alumni may also stay in touch by calling 607-871-2144 or by [email](#). Our staff is looking forward to assisting you with any Alfred University matters you may have.

## Conduct System

University students are expected to conform to high standards of behavior, both on and off campus. Student Policies and procedures exist to serve as a guide for each student and to ensure the proper atmosphere necessary for the academic and social life of each student. Students will be held accountable for their behavior that adversely affects the University community and/or the pursuit of its mission, objectives, or violates state, local or federal law.

The Alfred University Student Conduct System is designed to hold students accountable for their behavior, to protect the University community and property, and to protect the rights of the members of that community to function in an environment conducive to academic and co-curricular pursuits. It is designed to hold individuals accountable for the inappropriateness of their actions in a constructive and educational manner that will foster an understanding of the impact their behavior has had on individuals and the community (a detailed statement on the conduct system can be found on the Alfred University student web portal under "[Student Conduct System](#)").

## Annual Campus Safety and Fire Report

The Annual Campus Safety and Fire report is available to all members of the campus community and to the public. The report contains University policies related to campus safety including: University Office of Public Safety policies and procedures, policies concerning alcohol and drug use, crime

awareness and prevention, the reporting of crimes, and sexual misconduct. The report also includes a three-year summary of statistics of crimes that are reported to have occurred on University property, in off-campus buildings owned or controlled by the University, and on public property within the Village of Alfred. A copy of this report can be obtained from the Student Experience Office, the Admissions Office, the Human Resources Offices, or by accessing the University website.

## Hazing Policy

Alfred University will not tolerate any form of hazing. Due to the serious nature of hazing and the unique situational pressures to which victims of hazing are subjected, the University has a procedure solely to address allegations of hazing. To the extent they do not conflict with this procedure, the normal rules and procedures of the University shall apply.

Alfred University's definition of hazing is broader than the New York State Penal Law which defines Hazing in the first degree as: "... when, in the course of another person's initiation into or affiliation with any organization, he intentionally or recklessly engages in conduct which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury." (N.Y. Penal Law, §120.16). Hazing in the first degree is a Class A misdemeanor and conviction carries a potential penalty of a fine of up to \$1,000, one year in jail. Hazing in the second degree (a violation) incorporates a nearly identical definition except that no actual injury to any person needs to be proven (N.Y. Penal Law, §120.17).

Alfred University defines hazing as "any activity expected of someone who is initiating into or affiliated with a group, that humiliates, degrades, abuses, or endangers, regardless of the person's willingness to participate. Furthermore, this definition includes any action which results in the disruption of the educational process, the impairment of academic performance, or failure to properly fulfill obligations to University sponsored groups or organizations." Examples of hazing include, but are not limited to the following: depriving a person of sufficient sleep, paddling or beating a person, requiring or encouraging a person to consume alcohol, drugs or foreign or unusual substances, kidnapping or confining a person, subjecting a person to cruel and unusual psychological conditions.

Any violation or suspected violation of the University's Hazing Policy should be reported immediately to any of the following: the Student Experience, Athletics or Student Activities Offices. In addition, students may also report incidents of hazing to the Alfred Police Department. Any

person who is in violation of this policy may be subject to expulsion from the University. Recognized organizations that are found in violation of this policy may be subject to loss of recognition, distinct and apart from any sanctions to which its members are subject

### **Authority of University Student Conduct Bodies Jurisdiction**

University jurisdiction and discipline under the Alfred University Hazing Policy and Procedures cover the defined conduct whether it occurs on or off University premises.

Where the University Hazing Policy has been violated, a student or organization may be in violation of civil or criminal law as well. Where University and civil law overlap, or where criminal prosecution is pending or foreseen, the University may initiate student conduct action of its own on the same infraction and impose penalties independent of civil and/or criminal authorities.

### **Reporting Procedures**

Accounts of hazing can be submitted by any of the following:

By the individual who believes s/he has experienced hazing;

- By a member of the University Residence Life staff
- Public Safety Office
- Alfred Police Department
- By any other individual who has knowledge of hazing.

Reports of alleged violations must be prepared in writing and submitted to any of the following: the Student Experience, Athletics or Student Activities Offices. In addition, incidents of hazing may also be reported to the Alfred Police Department. An incident should be reported within 48 hours, although reports may be accepted at any time. People are encouraged to report incidents as soon after their occurrence as possible, as the passage of time will impede efforts to investigate allegations and gather evidence.

The Dean of Student Experience or designee shall review all reports in consultation with staff and determine whether charges will be issued. If it is determined that the student or organization will be charged, the Dean of Student Experience will refer the case to the hearing board for hazing violations.

## **President's Committee on Inclusivity and Cultural Events**

The Alfred University President's Committee on Inclusivity and Cultural Events works to promote inclusion on campus through a variety of cultural activities. Several campus organizations sponsor and host appearances by visiting

artists, speakers, lecturers, and performers, organized by groups such as the Student Activities Board (SAB) and individual academic divisions. These include several popular entertainers, from coffeehouse performers and comedians, as well as concerts by well-known performers. The Fosdick-Nelson gallery exhibits sculpture, glass, ceramics, paintings, lithographs and photography. Student theater and dance productions, as well as performances by musical ensembles, occur at frequent intervals throughout the year. The Institute for Cultural Unity was designed and exists to promote a safe, and healthy learning environment and resource center for all members of the Alfred University community. As an integral part of the Alfred University support system, the Institute embraces, reinforces, and upholds an unwavering commitment to Access and Inclusion which is central to Alfred University's Mission and Vision.

The Institute is a student-led and focused resource center that actively works in engaging students in the creation and maintenance of supportive and culturally competent and humble community built and sustained on the values of respect, communication, activism, advocacy, and global awareness. These values aid in the continued development of passionate and ethical leaders whose individual and communal growth are enhanced by experience, intercultural programs, and educational philosophies. The governing body of the Institute for Cultural Unity is comprised of the following student organizations and their leaders:

- The African Student Association
- Poder LatinX (AU's Hispanic Culture and Heritage Organization)
- Alfred University Queer Art Collective (AU's LGBTQAI+ group designed higher sense of community amongst queer art students on AU campus)
- Umoja (AU's Black Student Union)
- Caribbean Student Association
- International Student Association (AU's international and Global Awareness Organization)
- Hillel (AU Jewish Cultural and Religious Organization)
- Sister Circle (Women's alliance for minority groups whose mission is "To create a positive environment for all (minoritized) women through communication, volunteer work, and teaching. We will grow as leaders and set positive examples by uplifting one another and attending workshops.")
- Muslim Student Association
- United Alfred (AU's LGBTQAI+ Group for all students)

Each organization represents various cultural and identity groups.

Notable events organized by the Institute include the MLK Week Celebration, Unity Day Celebration, Black History

Month Film Festival, and various Heritage Month Celebrations. These events, alongside other cultural activities, are integral to Alfred University's commitment to fostering an inclusive campus culture.

# Academic Policies

## Academic Regulations

[Follow this link](#) for a complete list and descriptions of our academic regulations.

- Jurisdiction, Changes and Distribution
- Graduation Requirements
- Credits, Grades and Grade Point Average
- Classification of Students and Academic Standing
- Registration, Scheduling and Attendance
- Withdrawal, Leave of Absence and Readmission
- Academic Dishonesty (Unethical Practices)
- Miscellaneous

## Graduation Requirements

All work done in satisfaction of the requirements of an Alfred University master's degree must be completed within a period of six consecutive calendar years from the beginning of the term of admission to the program.

No more than six semester credit hours used to satisfy the requirements of one master's degree program may be used to satisfy the requirements of another.

An online or written application for the conferring of an advanced degree must be made to the Registrar at the Student Service Center at least 60 days before the expected graduation date. The awarding of any degree depends upon the satisfactory completion of the course of study prescribed by the faculty of the degree program elected. The University reserves the right to withhold the diploma for poor scholarship or for other reasons. The detailed requirements for each program of study are found in the "Degree Programs" section beginning on p. 9.

## Credits, Grades and Grade Point Average (GPA)

### Definition of Semester Credit Hour

The typical academic load of full time students at Alfred University is 16-18 credit hours per semester.

- Most courses meet for 1 (50-minute) hour per week for each semester credit hour, or the equivalent.

- Courses with labs typically meet for 2 to 3 hours per week of class time plus 2 to 3 hours per week of lab time.
- Art studios meet 1.5 to 2 hours per week for each credit hour.

On a weekly basis, students should expect to spend a minimum of two hours outside of class studying and completing assignments for each hour spent in class (three hours per week outside of class for each hour in class for art studios); which is a minimum of 45 hours of total learning time per credit hour for the term. Students taking an online course should, likewise, expect to spend about 45 hours of total learning time per credit hour in a term; the same amount of time as in a traditional, on-campus course.

The Registrar and the Deans review the class schedule each semester and review at least annually courses and programs as published in our catalogs in order to ensure compliance with credit hour requirements.

### Grade Designations

Grading in graduate courses (except for thesis/project credit and all courses offered by the School of Art & Design) is as follows:

Grade	Grade Points per Semester Hour	Meaning
A	4.00	Exemplary
B+	3.50	Exceeds Expectation
B	3.00	Meets Expectations
C	2.00	Below Expectations
F	0.00	Failure
I	0.00	Incomplete
IP	0.00	In Progress

Graduate courses offered by the School of Art & Design are graded only HP (High Pass), P (Pass), NC (No Credit), IP or I. When undergraduates enroll in 500 level courses they are graded on the graduate scale.

Graduate thesis credits are reported using the P or NC grades. Mid-term grades are not required for 500 or 600 level courses.

The grade of I indicates incomplete course work due to circumstances beyond the student's control.

The Registrar shall change the grade of I to F if the incomplete is not removed within the succeeding semester, unless the instructor recommends to the Dean of appropriate program that an extension of one additional semester be granted for completion of the unfinished work.

If the work remains incomplete at the end of the additional semester, the Registrar shall change the grade of I to F. Extension can be granted for one additional semester. Any extensions beyond the one additional semester (1 year total) must be approved by the Registrar's office by supplying documentation that the student has been in contact with the instructor and is making progress towards completion.

The grade of IP (In Progress) may be given for thesis, project, and seminar courses when the work extends by design over multiple terms. The IP indicates that work is in progress and a final grade will be given in the future.

### **Auditing of Courses**

A student may elect to take a course on a non-credit or "audit" basis. The student may also change from credit to audit or vice-versa until the last day to withdraw from the course as designated in the Academic Calendar. An auditor receives a grade of "AU" in the course, and this is recorded on the transcript. Courses audited are charged at 50% of the normal tuition rate.

Any student registering as an auditor in a class must consult the instructor to determine the level of participation the instructor expects of an auditor. If any auditing student fails to meet the expected level of participation, the instructor will notify the Registrar at the end of the term, and the Registrar will withdraw the student from the class.

### **Calculating the Grade Point Average (GPA)**

Only credits attempted at Alfred University which have received final grades of A through F shall be used to calculate GPA. The term GPA is calculated by dividing the total grade points (or "quality points") earned by the "GPA Hours" for that term. The cumulative GPA shall be calculated by dividing the total grade points earned at the University by the GPA hours.

Courses completed with grades of HP, P and A through C will be counted as credit earned. Courses with grades of W, I, NC, IP, F, and AU will not be counted as credit earned.

### **Repeating of Courses**

When a course is repeated, the course value shall be used only once and the grade points corresponding to the last grade earned shall be used in calculating the cumulative grade point average. While the original grade is no longer used in the GPA, it remains a part of the record and it appears on the student's transcript.

### **Transfer Credit**

Transfer credit evaluations from other accredited institutions shall be made by the Dean or appointed representative of

the college or school in which the student is enrolled or wishes to enroll. The evaluation is forwarded to the Registrar's Office to be placed on the student's permanent record. No more than six semester credit hours of graduate work, or 20% of coursework, whichever is greater, may be transferred into a master's degree or certificate of advanced studies program. Doctoral programs permit up to 50% of coursework as transfer credits.

### **Grade Changes**

All grade changes must be completed prior to the Registrar's certification of graduation. Assigning course grades at Alfred University is the exclusive responsibility of course instructors. Nothing in this policy shall be construed to limit the ability of the Registrar to change grades of incomplete (I) to fail (F) in accordance with the policy on grades of "Incomplete." Nothing in this policy shall be construed as substituting or supplanting rules, regulations, or procedures contained in the policy on Academic Dishonesty.

- A grade may be changed by the instructor of a course to convert an Incomplete or IP to a final grade.
- A grade may be changed by the instructor of a course to correct an error. The Division/Program Chair and appropriate Dean must be notified of all grade changes in writing (stating reason(s) for the change) except for completion of work in courses graded I or IP.
- Once assigned, only the course instructor can change a course grade, except in rare circumstances when the course instructor's supervising Dean may change a grade. See the links above for Academic Regulations and go to policy 305 Grade Changes and Grade Appeal.

Students have one year from the date a final grade is issued to petition for a change of grade. A student who believes a final grade is not correct should first meet with the instructor who assigned the grade. If the matter is not resolved, the student should meet with the Division/Program Chairperson in the academic area offering the course in question. If there is no resolution, the student should arrange a meeting with the Dean, or the Dean's designee, of the College or School offering the course.

- If there is still no resolution, the student may appeal the decision of the faculty member to the Ombuds Officer. Should a request for an appeal be made to the Ombuds Officer, an appeals committee will be assembled.
- The appeals committee should meet as soon as possible after members of the committee have been selected. The appeals committee will review the case and prepare a written recommendation to be forwarded to the

Provost. The Provost will make the final decision within seven semester days and officially notify, in writing, the student, the instructor(s) and Dean involved in the case.

- The student may bring one other student or employee from Alfred University to the appeals committee hearing. Only members of the university community shall be permitted to attend the hearing.
- The invited other person shall not have the right to speak or otherwise participate in the hearing. No sound or video recording of the appeal committee hearing shall be permitted. All testimony given at the hearing shall be considered confidential except for communication to appropriate university faculty and administrators.

## Classification of Students and Academic Standing

### Classification of Students

- **Full-time Student:** An enrolled student currently registered for 12 or more semester credit hours.
- **Part-time Student:** An enrolled student currently registered for fewer than 12 semester credit hours.
- **Degree-seeking Student:** Admitted to the Graduate School and enrolled in a program in which the student anticipates earning a degree.
- **Unclassified (non-degree) Student:** Not admitted to the Graduate School or seeking a degree at AU. Non-degree students:
  - May complete no more than twelve credit hours without applying for admission to a graduate program
  - Must be admitted to the Graduate School at least 24 semester hours prior to graduation

### Graduate Academic Standing

All graduate programs at Alfred University reserves the right to deny further registration to any student who is not making satisfactory progress. Course work presented in satisfaction of requirements for a graduate degree must be an average grade of B or better (3.00 GPA).

Scholastic Standards Committees for each graduate program will review every student's record each semester. They may recommend academic probation, suspension, or dismissal for students who do not meet a GPA standard of 3.00 or better each semester and cumulatively or who do not make satisfactory progress in other ways.

Students matriculated in graduate degree programs must meet academic and performance requirements established by each program.

Any student who fails a qualifying or comprehensive examination for the second time is dismissed from the graduate program.

### Student Appeal for Change of Academic Standing

A student appeal for change of academic standing will be made through the student's Dean for presentation to the Graduate Program's Scholastic Standards Committee. The request must be made within 10 business days following notification of the change in academic standing. Programs may appoint a separate Scholastic Standards Appeals Committee to conduct such hearings.

If the student is not satisfied with the decision of the Scholastic Standards Committee, or Appeals Committee on the question of the appeal, the student may further appeal, in writing, to the Provost.

## Registration, Scheduling and Attendance

### Registration, Scheduling and Attendance

Any degree-seeking student in attendance during the previous semester who does not complete his/her registration during the period designated by the Academic Calendar will be considered a late registrant. A late registrant should complete registration as soon as possible. Late registrants are subject to a \$35 late registration fee.

Advisor approval is required for each student's schedule or study plan each term. Graduate students may also need the approval of the Director of the program. This requirement applies to both full-time and part-time students in the degree programs.

### Adding and Dropping Courses

A course may be added or dropped during the periods indicated in the Academic Calendar. Any course dropped will not appear on the student's transcript. The approval of the student's Dean is required for a student to add or drop after the published deadline and will only be granted in extreme cases. If granted, a \$35 late fee is assessed.

### Attendance

Regular class attendance is expected of all students. Faculty members establish their own policy on attendance and communicate it to students. A student in a closed course who does not attend the first class meeting or communicate with the instructor or the Registrar's Office by the close of the day of the first class may be dropped from the course.

### **Withdrawing from a Course**

A student may withdraw from a course and receive the grade of W with the signature of the lecture instructor and the approval of the student's advisor during the period designated in the Academic Calendar. The approval of the student's Dean is required for a student to withdraw from a course after the published deadline and will only be granted in extreme cases. If granted, a \$35 late fee is assessed.

## **Withdrawal, Leave of Absence, Readmission**

### **Withdrawing from a Course**

A student may withdraw from a course and receive the grade of W with the signature of the lecture instructor and the approval of the student's advisor during the period designated in the Academic Calendar. The approval of the student's Dean is required for a student to withdraw from a course after the published deadline and will only be granted in extreme cases. If granted, a \$35 late fee is assessed.

### **Withdrawal from the University and Leave of Absence**

Graduate students should discuss their reasons for taking a leave of absence or withdrawing from the program with their academic advisor or Dean of the graduate program in which they are enrolled. Some graduate programs may prohibit or restrict leaves of absence; check with the Program Director.

- A leave of absence for medical reasons must be approved through the Dean of Student Experience. A student who is granted a leave to deal with medical and/or psychological issues must submit a medical or clinical evaluation to the Dean of Student Experience before consideration can be given for return to Alfred University.
- If planning to take a leave of absence, determine when you anticipate returning to the program. Students on an approved leave of absence who do not resume studies when the leave expires are subject to administrative withdrawal from the University.
- Students should consult with a Financial Aid counselor to understand their obligations.
- If withdrawing or taking a leave of absence once a semester is underway, a student's financial obligations are based on the date of filing of the official Withdrawal/Leave of Absence form with the Dean or Director of the student's Graduate Program.

### **Grades for Students Leaving School during the Semester**

A student who formally leaves school during a semester will be given W grades in registered courses providing the last date to withdraw from each course as published in the Academic Calendar has not passed. In those courses where the last day to withdraw has passed, the instructor will record a final (non W) grade.

In cases of special circumstances the Director of Graduate Studies may permit W grades to be recorded for any or all courses after the deadline has passed.

### **Readmission**

A student who has withdrawn from the University or been suspended or dismissed for any reason may be granted the opportunity to return. Application for readmission must be in writing to the Director of Admission. These applications should be submitted at least one month prior to the time the student is eligible to return.

## **Academic Dishonesty (Unethical Practices)**

### **Definition**

Alfred University values integrity of all types - scholarly (research), personal and academic. As a result, the Faculty at Alfred University have set high standards for academic integrity and severe penalties for deviations, broadly called academic dishonesty, from these standards.

Unethical conduct or academic dishonesty is defined as any action that enables students to receive credit for work that is not their own. Such conduct will not be tolerated in any form. Academic dishonesty can occur both in and outside the classroom, studio, or lab. This might involve venues as varied as student publications, art exhibits, and public presentations

In the context of tests, quizzes, examinations, or other in-class work, dishonest practices include but are not limited to:

- Marking an answer sheet in a way designed to deceive the person correcting it
- Possession of unauthorized material that could be used during a quiz, test, or examination for the purposes of cheating
- The unauthorized use of books or notes during a quiz, test, or examination
- The hiding or positioning of notes or other tools for the purposes of cheating on a quiz, test, or examination
- Possession or knowledge of any examination prior to its administration

- Looking at someone else's quiz, test, or examination without the express permission of the instructor
- Any form of unauthorized communication during a quiz, test, or examination. This includes use of any electronic communication devices without the consent of the instructor. Such devices include--but are not limited to--cellular phones, Bluetooth, computer internet, recording devices, and PDA, CD and MP3 players.

In the context of writing assignments, research projects, lab reports, and other academic work completed outside the classroom, dishonest practices, commonly referred to as plagiarism, include but are not limited to:

- Lack of adequate and appropriate citation of all sources used
- The appropriation of another's ideas, analysis, or actual words without necessary and adequate source citations, either deliberately or inadvertently
- The copying, purchase, or other appropriation of another person's academic work with the intention of passing it off as one's own original production
- The creation of a document by more than one student that is then submitted to the instructor as the original creation of only one student, without the express permission of the instructor
- Submitting the same piece of work to more than one instructor without the express permission of ALL instructors involved

### **Guidelines for Avoiding Dishonest Behavior**

The following guidelines are included to assist students in avoiding dishonest behavior in their academic work, particularly in writing assignments, research projects, and lab reports.

1. Students' written work should reflect their own personal preparation for the assignment, such as reading books and articles, performing research on the internet and in electronic databases, and taking notes in class and during the research process.
2. Students should avoid using the actual words of the authors of their sources whenever possible, opting instead to demonstrate an understanding of the authors' ideas by rewriting them in their own words.
3. All ideas and analyses that are derived from other authors must be attributed to those authors in the form of appropriate source citations, even when their own words are not used. Source citations usually take the form of footnotes, endnotes, or parenthetical citations in addition to a formal bibliography and/or works cited page at the end of the writing assignment. The format

for these source citations depends on the conventions of each academic discipline: consult your instructor as to the appropriate form to use.

4. When the use of an author's specific text is unavoidable or necessary, that material must be identified as a direct quotation and must either be surrounded by quotation marks or formatted as a block quotation. Appropriate source citations must follow all quotations, as per the instructions above.
5. Circumstances when direct quotation is necessary or desirable include:
  - a. The wording of the text is essential to the student's own analysis.
  - b. The text exemplifies the author's particular perspective.
  - c. Quoting the text is a more efficient way of presenting the author's ideas than a more elaborate and lengthy paraphrase would be.

It should be noted that lengthy quotations or their overuse is neither desirable nor appropriate in most instances and should be avoided. Additionally, over-reliance on lengthy quotations can be considered a form of plagiarism.

6. Some instructors find collaborative assignments useful. Students may be allowed to collaborate in shared assignments only with the specific permission of the instructor. In those circumstances, the limits to the collaboration will be established by the instructor and students should be aware that they are responsible for maintaining the appropriate limits to that collaboration.

### **Procedures**

Instructors who believe an unethical practice has occurred should take the following steps:

1. The instructor will advise the student orally or by email as soon as possible after the offense is observed. This will allow simple misunderstandings and misinterpretations to be resolved.
2. If the instructor remains convinced that an offense has occurred, a written statement of the offense will be sent to the student in hard copy and by e-mail. The statement will include whatever penalty the instructor considers appropriate; a copy will be sent to the instructor's dean, the student's dean or program chair, and, if the recommended penalty is dismissal, the Provost.
3. The academic dean or program director of the student's college/program should advise the student of appeals procedures which are available.

A student charged with an unethical practice may appeal to the appropriate program committee.

Any student dismissed from a Graduate program may request reconsideration or appeal of the matter by the student's Dean for presentation to the Graduate Program's Scholastic Standards Committee; such requests to be made within 14 days of the notice of dismissal.

## Veteran & Military Service Information

### Veteran & Military Service Transfer Credits DANTES (DSST)

DSST standardized exams are considered on a case by case basis for transfer credit. Exam results are compared with national norms to determine credit and/or advanced placement.

### ACE

The American Council of Education (ACE) provides transcript evaluations for military trainings. Upon receiving an official military transcript, military trainings can be evaluated for possible credit towards one's degree. This will be determined on a case by case basis. A service member can request their military transcript using online: [Army](#), [Navy](#), [Marine Corps](#), [Coast Guard](#) or [Air Force](#).

### CLEP

The College Level Examination Program (CLEP) of the College Entrance Examination Board. Only the CLEP subject exams taken prior to admission are considered for credit toward the degree (See the CLEP Equivalencies chart). Students who wish to take a CLEP Exam for credit after being admitted to a degree program at AU must receive permission in advance from the Dean of their college or school.

### Veteran & Military Services Tuition-Related Policies Military-Affiliated Student Tuition & Fee Deferral Policy

Alfred University will allow military-affiliated students with VA, DoD, and/or New York State Military/Veteran tuition and/or fees educational benefits to attend a course of education for up to 90 days from the date the beneficiary provides one of the following:

- Certificate of Eligibility
- Statement of Benefits
- Approved DoD Tuition Assistance Voucher
- Listed on the NYS RIRP Approved Roster
- Valid VA Form 28-1905.

- Other related approved military-affiliated educational benefit's verification document

This allows a student to attend the course(s) until VA, DoD, and/or New York State provides payment to the institution. NOTE: Extension to 90-day deferral will be granted to students upon delay of payment beyond 90 days.

In accordance with the Veterans Benefits and Transition Act of 2018 (38 USC 3679), Alfred University will not impose a penalty (e.g., loss of access to Canvas, meal plan, late fee, etc...), additional cost (processing fees), or require the beneficiary to borrow additional funds to cover tuition and fees due to late payment from the VA, DoD, and/or New York State.

### Definitions

- DoD – Department of Defense
- VA – Department of Veteran Affairs
- RIRP – Recruitment Incentive & Retention Program

### Return of Federal Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with Department of Defense policy Alfred University will return any unearned TA funds on a prorated basis through the 60% portion for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military service branch.

### Return of Federal Military & Veteran Educational Benefits

When a serving service member, veteran, spouse, or other family member (dependent), using their well-earned Federal military and veterans educational benefits is to withdraw from the university their student aid will prorated in accordance with section 2(f) of Executive Order 13607 (Principles of Excellence).

Executive Order 13607 (Principles of Excellence) Section 2(f): agree to an institutional refund policy that is aligned with the refund of unearned student aid rules applicable to Federal student aid provided through the Department of Education under Title IV of the Higher Education Act of 1965, as required under section 484B of that Act when students withdraw prior to course completion.

For withdrawals due to military service obligations, please see Alfred University Leave of Absence policy.

### Veterans & Military Services Financial Aid Prospective Military Students and/or Dependents

The following websites contain information on resources, aid options, default rates, graduation rates and provide comparative school costs so that prospective students can make informed decisions about where to attend school.

1. [The College Scorecard](#) is a planning tool and resource to assist prospective students and their families as they evaluate options in selecting a school.
2. [The College Navigator](#) is a consumer tool that provides school information to include tuition and fees, retention and graduation rates, use of financial aid, student loan default rates and features a cost calculator and school comparison tool.
3. [The College Financing Plan](#) (formerly, Financial Aid Shopping Sheet) is a model aid award letter designed to simplify the information that prospective students receive about costs and financial aid so they can easily compare institutions and make informed decisions about where to attend school.
4. [Paying for College](#) can be used by prospective students to enter the names of up to three schools and receive detailed financial information on each one and to enter actual financial aid award information.
5. Our University's [Military Affairs website](#) details how to apply for all types of aid including Title IV.

#### Private Loans

Service members and non-service members alike may first want to contact any financial aid advisor staff before considering private loan aid so they have a clear understanding of all other available financial aid (State and Federal Title IV). Loans have to be repaid and private loans generally cost more in the long run and do not offer forgiveness options, etc.

The institution's Cohost Default Rate/ Repayment Rate percent of student borrowers and comparison to national averages is available on the College Financing Plan after filing the FAFSA and on the Federal College Navigator website.

## Research

Members of the Alfred University faculties are actively engaged in research in many academic areas. Current research projects are supported by governmental agencies, the State of New York, and industrial sponsors. Participation in such scholarly activity is a part of the training of all graduate students, as appropriate to the program missions.

## Registered Academic Programs

The following programs of study are offered by Alfred University. Their Higher Education General Information System (HEGIS) codes are listed to allow cross-reference between Alfred University and other New York institutions. These codes may be requested by state and federal offices when filing for loans and awards

**Note: Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.**

Major	HEGIS Code	Degree Awarded
Accounting	0502	MBA
Biomaterials Engineering	0905	MS
Business Administration	0506	MBA
Care Management	1299	Advanced Certificate
Ceramic Art	1009	MFA
Ceramic Engineering	0916	MS
Ceramics	0916	PhD
Counseling	0826.01	MSED, Advanced Certificate
School Counseling	0826.01	MSED, Advanced Certificate
Electrical Engineering	0909	MS
Electronic Integrated Arts	1009	MFA
Gerontology Administration & Management	2299.10	Advanced Certificate
Gerontology – Clinical Services	2299.10	Advanced Certificate
Glass Science	0915	MS
Glass Science	0916	PhD
Literacy: All Grades	0830	MSED
Materials Science and Engineering	0915	MS, PhD
Mechanical Engineering	0910	MS
Mental Health Counseling	2104.10	MSED, Advanced Certificate
Painting	1002	MFA
Public Administration	2010	MPA
School Psychology	0826.02	MA, Advanced Certificate, PsyD
Sculpture/Dimensional Studies	1002	MFA
Special Education - All Grades	0808	MSED

## Consumer Complaint Procedure

For all types of complaints concerning colleges and universities in New York State, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please note: Every New York State college and university is required to establish, publish, and enforce explicit policies related to redress of grievances.

The Ombuds Officer provides resources for confidential complaint handling and neutral, informal conflict resolution to all Alfred University faculty, students, and employees. The Ombuds Officer aims to facilitate communication and collaborative dispute resolution, either by offering options for self-help or by mediating to resolve grievances. For more information, visit the [Ombuds Officer website](#).

For general incident complaints, bias related incidents, student of concern incidents, COVID concerns or hazing incidents, please submit a report through [AU Report It](#).

See the "Academics" section of this catalog for policies on grades and grading and the process to petition for a change of grade. A complaint involving discrimination or sexual harassment should be directed to the Title XI Coordinator/ EEO Officer at 607-871-2975 or 703-859-1215 after hours. A complaint involving consumer fraud or financial aid should be directed to the Director of Financial Aid at 607-871-2159.

Please do not send a complaint to the Office of College and University Evaluation until you have read all of the information below. This will assure that you are sending your complaint to the appropriate agency/office. The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted below.

- The Office does not handle anonymous complaints.
- A complaint involving discrimination against enrolled students on the part of an institution or faculty, or involving sexual harassment, should be filed with the U.S. Office for Civil Rights, 75 Park Place, New York, NY 10007. Complaints about two-year colleges concerning sexual harassment/discrimination based on race, ethnicity, gender and disabilities may also be reported

to the Office of Equity and Access, VATEA Program, 10th Floor, Education Building Addition, Hawk Street, Albany, NY 12234.

- A complaint of consumer fraud on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.
- The Office of College and University Evaluation does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.
- For a complaint about state student financial aid matters, contact the Higher Education Services Corporation (HESC) Customer Communications Center at 1-888-NYS-HESC.
- Complainants should be aware that the Office of College and University Evaluation does not conduct a judicial investigation and has no legal authority to require a college or university to comply with a complainant's request.

Complaints not excluded by any of the issues above should be sent to:

New York State Education Department  
Office of College and University Evaluation  
Education Building  
5 North Mezzanine  
89 Washington Avenue  
Albany, New York 12234

### Online Student Consumer Protection

Alfred University participates in the National Council's State Authorization Reciprocity Agreement ([NC-SARA](#)), which allows AU to provide distance education to students residing in other NC-SARA states. For a list of participating states and institutions, you may visit the [SARA Directory](#).

### How SARA Impacts Out-of-State Distance Education Students with Respect to Consumer Protection Complaints

*Provisions of the SARA Policy Manual, including those for consumer protection and the resolution of complaints, apply to interstate distance education offered by participating SARA institutions to students in other SARA states. Only those complaints resulting from distance education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states come under the*

coverage of SARA. Complaints about a SARA institution's in-state operations are to be resolved under the state's normal provisions, not those of SARA ([SARA Policy Manual](#)).

NC-SARA requires AU to provide distance education students residing in other NC-SARA states with the opportunity to file grievances. A student may file a grievance if they feel they have been misled, or did not receive the educational experience they expected. Out-of-state distance education students may have their complaints investigated in accordance with SARA policies. The following grievance procedure must be followed:

1. The student must first file the complaint at the institutional level, with the University Ombuds Officer. Information on the handling of internal grievances is available on AU's [Ombuds Officer web page](#).
2. If a student is not satisfied with the result of the institutional complaint process, they may [file a complaint with NYSED](#), which is the NC-SARA State Portal Entity. NYSED will investigate and resolve allegations of misleading or false information. Students may appeal the institution's decision to the State Portal Entity in New York State within two years of the incident about which the complaint has been made.

Additional information on the [SARA Student Complaint Process](#) and recommended procedure is available from NC-SARA.

Any complaints made by students residing within New York State are not subject to NC-SARA involvement, and should be directed to the University Ombuds Officer. Any complaints made regarding grades or student conduct are governed by Alfred University policy and are not subject to NC-SARA involvement.

Any individuals interested or involved in Alfred University programs leading to professional licensure are encouraged to visit AU's web page on [Professional Licensure Disclosures](#).

### Quick Links for Consumer Protection & Grievances

- [NC-SARA Website](#)
- [SARA Directory](#) (State & Institution list)
- [SARA Student Complaint Process](#)
- [NYSED Student Complaint Procedures](#)
- [Alfred University Ombuds Officer](#) - Grievance Information

## Student Rights under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) affords Alfred University students certain rights with respect to their education records.

### Students' Rights

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, division chair, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of those education records believed by the student to be inaccurate or misleading. Students should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is believed to be inaccurate or misleading. If the University official responsible for the record decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. In the same notification, the University will also advise the student of procedures for a hearing. Insofar as possible, the services of the University Ombudsman and the members of the Ombudsman's Student Grievance Committee will be used in these instances.
3. The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. Disclosure without consent may be made as follows:
  - To school officials with legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Security and Wellness Center Health Services personnel); a person or company with whom the University has contracted (such as an attorney, auditor, or a collection agent and, specifically, the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official University committee

charged with a task that involves review of education records, or assisting another school official in performing their tasks. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

- To parents of dependent students
- In connection with financial aid
- To Federal, State, and local authorities in connection with an audit or evaluation of compliance with education programs
- To organizations conducting studies for or on behalf of educational institutions
- To comply with a judicial order or subpoena. (In most cases, the University must make reasonable effort to notify a student or former student in advance of compliance.)
- In connection with a health or safety emergency
- To an alleged victim of a crime of violence, the University may release the results of a related disciplinary hearing
- To the student
- To the public, at the discretion of the University, those portions of education records defined as "Directory Information." Note, however, that students may request that the University withhold Directory Information

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Alfred University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

## Policies and Definitions

### Education Records

"Education records" are defined as those records, files, documents, and other materials, which contain information directly related to the student from the first day of attendance at the University until graduation or withdrawal. An "eligible student" (that is, one who may request a review of their records) is defined as one who has attained 18 years of age or is attending a postsecondary institution. Former college students are permitted to have the same access to their records as those currently enrolled.

At Alfred University, students' records include the academic transcript and the cumulative academic file found in the Student Service Center as well as academic files maintained in the offices of the academic deans, and in many instances,

by academic advisors. Student folders are also retained in the Student Experience Office in the Powell Campus Center as records, if any exist. Additionally, records or files for some or all students will be found in the Financial Aid Office, the Business Office, Career Development Center, and Wellness Center Health Services. Appropriate administrative officers and staff, as well as appropriate academic deans, chairpersons, and faculty advisors have access to these files. The Privacy Act does not give students the right to see personal notes of teachers or administrators provided that those notes are not available to any third party. These personal notes are not considered to be part of the "education record." The records of physicians or psychologists or other professionals or paraprofessionals who assist in the treatment of students are not available to students, although those records be reviewed by a physician or other professional of the student's choice. Students can gain access to their parents' financial aid forms only if their parents sign a waiver allowing them such access. A student preparing a placement file will be permitted the option of requesting references which are available for their inspection or (by waiving their rights to see certain letters) those that are confidential. Students are also allowed to waive their rights to see certain other documents, including letters of recommendation for admission to graduate or professional schools or receipts of awards.

### Directory Information

The release of "directory information" without a student's consent is permitted unless the student has placed restrictions on such release. The University notifies students each year of their right to restrict the release of directory information. At Alfred University, directory information is defined to include information such as the student's name, local and home address and telephone number, e-mail address, photograph, date and place of birth, major field of study, class year, level of enrollment (full or part-time), dates of attendance and name, home address, and telephone number of parents. Also included are participation in officially recognized activities and sports, weight and height of members of athletic teams, receipts of scholarships, honors and awards, inclusion in Dean's lists and graduation lists, and the most recent previous education agency or institution attended by the student. Other similar directory data elements may be introduced from time to time.

Though permitted under FERPA, Alfred University does not, as a matter of general policy, release name, address, and telephone number lists of students or parents to any person or organization outside of the University community. However, as required by separate federal legislation known as "the Solomon Amendment," lists of current students are provided to military recruiters. The University does, as a

matter of policy, routinely release name, address, and telephone number lists within the University community to student groups and organizations. Please note: When name and address lists are released as described above internally or externally, students who have placed restrictions on the release of directory information are never included.

### Review and Challenge of Education Records

Any eligible student who wishes to inspect and review an education record should make such a request to the administrative officer in the specific office where that record is maintained. The University must respond to the request not later than 45 days from the date of the request. Normally, access will be possible without delay. Records will not be released from University files for removal for inspection elsewhere. Copies may be made of most records at prevailing University rates.

Any student may request a hearing to challenge the content of any record and may seek the correction or deletion of any entry deemed inaccurate, misleading, inappropriate, or otherwise in violation of the privacy or other rights of students. At Alfred University, any question about the accuracy of student records should first be brought to the attention of the officer of the University responsible for maintaining the file. An attempt will be made to settle such a dispute through informal meetings and discussions. If this is unsatisfactory or unproductive, a hearing will be held and a decision rendered by a University official with no personal stake in the outcome. Insofar as is possible, the services of the University Ombuds Officer and the members of the Ombuds Officer's Student Grievance Committee will be utilized in these instances.

## Requirements and Guidelines for MFA Students Wishing to Take an Undergraduate Course

**Graduate faculty members** are faculty members whose institution has granted them status to teach graduate-level courses, supervise graduate students, and serve on or chair graduate student committees. Graduate faculty at Alfred must hold a terminal degree in their field (usually a Ph.D., MFA, or equivalent) or be granted special permission by the university provost.

### Requirements and Guidelines

#### 1. Undergraduate Studio Courses within SoAD, taken with graduate faculty

- MFA students must notify the graduate administrative assistant

- The 500-level course must have a unique syllabus outlining graduate-level work (the amount of work/research expected above the undergraduate requirements) before a student can be registered.
- All paperwork must be submitted to the graduate administrative assistant, who will then enroll the student in a cross-listed 500-level course.

#### 2. Undergraduate Courses within SoAD, taken with non-graduate faculty

- MFA students may take these courses at the undergraduate level only.
- These courses will *not* count toward the MFA degree.
- The student registers in the undergraduate course section.

#### 3. Undergraduate Courses Outside of SoAD, taken in CLAS, COB, SOE, or PAD with graduate faculty

1. The course must be offered at a minimum of the 300-level.
2. Before speaking to the faculty, the student should contact the Dean, Associate Dean, or designated unit representative to confirm faculty availability and qualifications (this does not guarantee that a graduate section will be added.)
3. Once approved, the student will reach out to the faculty member.
4. If the faculty member agrees to offer the course with graduate-level requirements, the faculty member must provide a graduate-level syllabus, including the work/research expected beyond what the undergraduate requirements are. The faculty member will notify their dean's office and submit the syllabus for the course offered to the dean's office. The dean's office will request that the registrar create a 500-level course section with the same title and enroll the student.

#### 4. Undergraduate Courses Outside SoAD, taken with non-graduate faculty

- MFA students may take these courses at the undergraduate level only.
- These courses will *not* count toward the MFA degree.
- The student registers in the undergraduate course section.

# Academic Resources

## Alfred University Libraries

The librarians and staff are committed to supporting the University's educational mission and to promoting information literacy skills as well as a safe and welcoming environment. It is the Libraries' goal to teach students how to locate, evaluate, and effectively use information. This is accomplished through course-related and individualized instruction, as well as by providing research guides for specific subject areas.

The Libraries' website provides round-the-clock access to the library catalog, electronic journals and books, specialized databases, video streaming, and other resources selected by our librarians to support student and faculty research. The website is a portal through which students can ask questions via email, chat or be connected to a librarian. Walk-in research questions are welcome at the service desks staffed by friendly and knowledgeable librarians, staff, and student workers.

The Personal Librarian Program connects all new students with their very own Personal Librarian to be their initial contact for all their research needs. In addition to assisting with research, Personal Librarians can help students navigate the Libraries' resources, answer questions about the libraries, and connect students with the right people on campus for other forms of support.

The Alfred Libraries also provide interlibrary loan and document delivery services, which provide access to materials from other libraries. Through our association with SUNY, both Alfred University Libraries are a part of the network of SUNY libraries across the state to form a single multi-campus "virtual library," greatly expanding access to print and electronic resources for all Alfred University students.

### Herrick Memorial Library

Herrick Memorial Library is committed to providing curriculum-centered collections, personal service, and multi-functional spaces that support the learning and instructional needs of our campus community. Built in 1957 and renovated in 2007, it provides space for group study, supported by appropriate technologies, in its learning commons. There is space for recreation or discussion in the BookEnd Lounge, where new journals, books, and newspapers can be enjoyed

with a cup of coffee. During the academic year the library is open over 100 hours a week, with extended hours during final exam week. Also located within Herrick Library are the offices of the Center for Academic Success (CAS) and the Information Technology Services (ITS) HelpDesk.

### Collections

Herrick provides access to over 100,000 periodical titles and over 500,000 e-books as well as an extensive print book collection. Its collection also contains recreational collections of books and movies. Some highlights include the Openhym collection of 10,000 items related to British history, culture, and literature, the Confucius Institute Collection, Juvenile Collection, and the McNaughton Collection of current bestsellers.

### Study Spaces

Wireless access is available throughout the building.

- An all-night study room is available for use after the library closes, providing study space and a computer lab 24/7.
- Group study rooms and individual workspaces are also available, accommodating a wide variety of study preferences.
- Saxon Station is a great collaborative or solo workspace with a PC and booth-style seating with large tables.

### Classroom and Presentation Spaces

- Computer lab equipped for hybrid instruction, creative collaboration or for classwork.
- Seminar room, which is excellent for meetings or film screenings.

### University Archives

Special Collections and the University Archives offer collections and services in a secure, climate-controlled environment. The area features an ornately decorated conference room with historic English oak paneling. The Archives provides primary source materials which document the history of the University, works closely with faculty to integrate the collections into the classroom, and actively digitizes material to expand access to the collections online.

### Scholes Library

The Samuel R. Scholes Library of Ceramics, established in 1947, is a special library providing academic support for the University's programs in art and engineering. During the academic year the library is open approximately 100 hours per week, with extended hours during final exam week. In addition to providing reference assistance, the librarians offer instruction sessions tailored to the needs of art and engineering students, as well as one-on-one consultation

appointments. Scholes Library's physical facilities are designed to provide outstanding information services and support to students, faculty, and community researchers.

### **Collections**

The Scholes Library collections are internationally recognized as a resource for information on the art, science, technology, and history of ceramics and glass. The library also has outstanding holdings in the areas of advanced materials, photography, art history, contemporary art, electronic media, interactive graphic design, glass art, and sculpture.

Resources include an extensive and specialized collection of books, media, and journal titles in print and electronic formats. Scholes' Visual Resources collection includes thousands of digital images and 170,000 slides. Scholes Library is fully engaged in image digitization efforts that support and enhance classroom instruction.

### **Study and Group Spaces**

There are computer workstations throughout the building including computers with specialized engineering and design software. Wireless access is available throughout the building.

- Multiple study rooms for individual or small group use, some of which can be reserved.
- A large group study room which can be reserved by students for group study sessions.
- Graduate carrels and faculty studies.

### **Classroom/Presentation Spaces**

- Two classroom spaces equipped for hybrid instruction with the ability to share slides and audio in-person and via videoconferencing.
- Computer lab for instruction, creative collaboration, or for classwork utilizing the Adobe Suite software.
- Seminar room, which is excellent for meetings or film screenings.

### **Archives and Special Collections**

The College Archives preserve historical documents and photographs relating to the history of the College. This facility serves as a resource for scholars researching the history of American ceramic art and science as well as the rich history of the college and its notable faculty. The Archives are accessible to student and faculty researchers by appointment with the archives staff who are happy to support their research.

The Special Collections Room houses rare and unique materials, including a collection of artists' books and original theses and dissertations by graduates of the New York State College of Ceramics at Alfred University. The Special

Collections are accessible to student and faculty researchers by appointment, or on a walk-in basis when a librarian is on duty.

## **Technology Resources**

The goal of Alfred ITS is to provide communication tools and infrastructure that facilitate learning and prepare students for an information-based workplace; enabling them to seek, organize, analyze, and apply information and associated technologies appropriately.

The University provides a gigabit campus network that is interconnected via a 10 gigabit per second campus backbone which services every residence hall room, classroom, and office on campus. Connectivity to the Internet is provided via redundant 10 gigabit per second WAN connections to multiple providers to ensure performance as well as reliability. In addition, the University has embarked on an aggressive computer upgrade initiative, replacing servers, student labs and faculty offices in an ongoing 4-year cycle.

The University uses a variety of approaches in making computers available to students. General and specialized computing labs are located throughout the campus providing access to Windows and Macintosh operating systems. Laboratory computers are preconfigured with Microsoft Office 365, standard Internet browsers, and enterprise level antivirus software. Specialized software such as SPSS, Maple, MatLab, SolidWorks, ArcGis, Minitab and others are available in all computer labs, 24-hour spaces, and library computers. Adobe Creative Cloud is available in select labs located in the Scholes and Herrick Libraries. Wireless network access is available in most campus buildings and locations. Email, file storage space and personal web page hosting services are provided to current faculty, staff, and students.

Students may borrow Windows laptops through ITS equipment lending at the ITS Helpdesk on the bottom floor of Herrick Library. This program enables students with short-term computing needs to borrow a laptop for use anywhere on or off campus for up to 7 days. ITS Equipment Lending also offers audio/visual equipment for short-term use for class projects. Equipment includes: projectors, digital video cameras, digital audio recorders, and other related devices. Through the University's Microsoft Campus Agreement, all students can install, free of charge, Microsoft Office on their personal computers.

Alfred University provides a wide range of Web communication resources, including Canvas learning management system, Alfred Today, and the My AU portal, which support student academic, extracurricular, and social

life. The MyAU portal features a mobile-responsive design, and provides easy access to frequently sought-after slices of information in single dashboard display. The portal dashboard is fully-customizable allowing campus users to reorganize the display of information based on their personal need.

Academic resources include Canvas, Panopto, Zoom, Microsoft Teams, and Turnitin. Canvas is AU's Learning Management System. Instructors use Canvas to provide course materials and assignments, lead discussions, and give quizzes and exams. Canvas is used in both in-person and online courses. Panopto provides lecture capture and video management services. It allows instructors to record or upload videos so students may stream them on their computers or mobile devices. Live, real-time classes and discussions can be held using Zoom or Microsoft Teams. Microsoft Teams can also be used for document sharing, collaboration, and group projects. Turnitin is a plagiarism detection service; students or instructors may upload papers and assignments and determine the document contains unoriginal material. Turnitin also integrates with Canvas.

Students register for classes through the on-line BannerWeb process. They can review their grades, check their student accounts, and print off their class schedules to name just a few of the features that Banner provides.

The AU Information Technology Help Desk provides service oriented support for campus technology needs. ITS also offers employment and technical experience through the Student Technology Assistants (STA) program.

## The Center for Academic Success

The Center for Academic Success (CAS) is dedicated to helping students at Alfred University get the support they need. CAS services assist students at all levels in meeting the ever-changing demands of the educational environment. In addition to providing academic support to any student, CAS also provides services and coordinates accommodations for students on campus who identify as having a disability.

## Academic Support Services

### Supplemental Instruction

Supplemental Instruction (SI) is an internationally recognized academic support program that consists of regularly scheduled, peer-led study sessions for traditionally difficult courses. SI sessions are facilitated by SI Leaders, undergraduate students who have previously taken the course and demonstrated academic competency in the subject area. Each SI Leader attends every class meeting, consults regularly with the instructor, and facilitates at least

three one hour sessions per week using collaborative learning methods. Students are invited to attend as many SI sessions as they like!

### Tutoring Services

Drop-in peer tutoring is available for many courses offered at Alfred University at no additional cost. For courses not specifically supported through tutoring, students can seek help from CAS's Study Buddies. These are general area tutors who can also help students utilize their resources to build strong academic skills (study habits, time management, note-taking, using campus resources, etc.).

### Writing Center

The Writing Center provides free writing and oral communication assistance to all Alfred University students, faculty, and staff. Student consultants represent a wide range of academic disciplines and are trained to deal with all kinds of writing and speaking tasks. Consultants can assist with discovering ideas, organizing information, strengthening arguments, and revising written work, presentations, visual aids and technical documents.

### Disability Services

CAS coordinates academic and housing accommodations, provides support services, consultation, and advocacy for students with learning, physical, and/or psychological disabilities. Services are intended to maximize independence and encourage the integration of students with disabilities into all areas of college life.

Assurance of equal educational opportunities rests upon legal foundations established by federal law, specifically Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is a person who:

- Has a physical or mental impairment;
- has a record of such impairment; or
- is regarded as having such an impairment that it substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

In order to determine whether an individual is entitled to protections and services under the law, CAS requires documentation that verifies that the individual has a disability and explains how the disability impacts the student.

Recent documentation provided by a properly credentialed professional should include a diagnostic statement identifying the disability, the diagnostic methodology used,

as well as a description of the current functional limitations and how they can be accommodated. This allows CAS staff to appropriately determine eligibility and reasonable accommodations.

[Website](#)

Mailing Address:

Center for Academic Success

Herrick Library

Alfred University

1 Saxon Drive

Alfred NY 14802

Phone: 607-871-2148

[Email](#)



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# School of Art & Design

## Overview

The School of Art & Design engages in creative, material and cultural inquiry within the discourse of practice, history and theory. The rigor and systematic inquiry our faculty, students and staff engage with on a daily basis- in classrooms, studios and labs are grounded in creation of new knowledge in, through and about the arts. Faculty in the School of Art & Design emphasize the role of the imaginative intellect in creating, criticizing and constructing knowledge that is not only new but also has the capacity to transform human understanding in an increasingly visual world.

The MFA programs at Alfred University, School of Art & Design are consistently ranked in the top ten nationally by US News and World Report. The graduate program in Ceramic Art is consistently acknowledged as number one.

Due to our coursework and dedicated faculty and staff, we provide students with skills in both making and research all the while creating curiosity, innovation and goals higher than they imagined. Our alumni have gone on to pursue active careers as artists, designers, curators, art directors, professors as well as a host of other opportunities in creative fields.

School of Art & Design faculty members (ceramic artists, sculptors, glass and neon artists, painters, printmakers, photographers, video and sound artists, designers, curators, art history scholar's) critical inquiry and practice are consistently recognized by galleries, museums and forums of excellence worldwide.

## Master of Fine Arts

The Master of Fine Arts degree objective is to prepare individuals for careers in Ceramic Art, Electronic Integrated Arts, Painting or Sculpture/Dimensional Studies (with a concentration in glass art or sculpture).

This two-year program is highly competitive; only eight Ceramic Art, five Electronic Integrated Arts, seven Painting, and five Sculpture/Dimensional Studies students are admitted annually. Each accepted M.F.A candidate in Ceramic Art, Electronic Integrated Arts, and Sculpture Dimensional Studies receive full tuition waivers and a financial stipend, either as a teaching assistant or as a graduate assistant. The Painting program does not offer tuition waivers.

In addition to studio courses, all graduate students take credits in a series of forums, seminars, art history, studio electives, and technical courses relevant to their area of study.

In the second year, students write a thesis and present an M.F.A thesis exhibition in the School of Art & Design's Fosdick-Nelson Gallery, Robert C. Turner Gallery, or an approved alternate site.

## School Information and Requirements

### Application

Applicants must hold an undergraduate baccalaureate degree, including the equivalent of 60 credit hours in studio coursework. A portfolio of completed work may be considered in lieu of some studio credits.

In addition to the general application requirements—such as official transcripts and letters of recommendation—M.F.A. applicants must submit a portfolio demonstrating competency in their chosen area of study. All applicants must adhere to the current area-specific requirements outlined on the Graduate Programs page.

The School of Art & Design at the New York State College of Ceramics, Alfred University, offers graduate study in the following four divisional areas:

- Ceramic Art
- Electronic Integrated Arts

- Painting
- Sculpture/Dimensional Studies (with concentrations in glass art or sculpture)

Applicants must clearly indicate the specific M.F.A. program to which they are applying.

All materials must be submitted by **January 15** of the application year. (Note: the deadline for Painting M.F.A. applicants is **February 15**.) Only complete applications will be reviewed by the Faculty Review Committee. The intended area of study must be clearly stated, as application materials and portfolios are reviewed solely by the faculty of the designated program.

M.F.A. students are required to enroll in four consecutive semesters and are encouraged to continue research in the summer between academic years. Only fall admits are accepted.

Accepted applicants must submit a **\$200 enrollment deposit** and return a signed contract by the deadline specified in their acceptance notification. Failure to do so will result in the forfeiture of admission.

### **Financial Support**

Students admitted to the M.F.A. programs in Ceramic Art, Electronic Integrated Arts, and Sculpture/Dimensional Studies receive:

- A full tuition waiver for the two years of required residency
- A guaranteed assistantship for every semester of the two-year program, unless a student receives an unsatisfactory assistantship evaluation, is placed on probation, or on leave.

Due to the nature of the Painting Düsseldorf program, Students admitted to the M.F.A. program in Painting receive:

Assistantship assignments are assigned by the Dean's office in consultation with the division chairs at the beginning of each semester.

### **Degree Requirements**

To earn the M.F.A. degree, students must:

- Complete 60 semester hours of graduate coursework over two years of full-time residency
- Successfully present work to the Graduate Committee at the midpoint and end of each semester
- Complete a thesis research project and accompanying final presentation & thesis paper.

## **Graduate Programs in Art and Design**

There are four art and design programs leading to the conferral of the Master of Fine Arts degree:

- [Ceramic Art](#)
- [Electronic Integrated Arts](#)
- [Painting](#)
- [Sculpture/Dimensional Studies](#)

# Programs

## Ceramic Art

### Ceramic Art MFA

Find information about the School of Art & Design [here](#).

#### Overview

Applicants to the Ceramic Art program must indicate a commitment to working with ceramic materials and processes. The Ceramic Art program embraces all aspects of ceramic art that pursue inquiries into utility, pottery, the vessel, sculpture, the figure, architectural application, the decorative, installation, and performance.

The M.F.A program in Ceramic Art at Alfred University has a distinguished history as a premier institution for education in the arts. The program's curriculum, facilities, and environment foster the pursuit of visual and verbal expression, technical innovation, and intellectual access to personal growth. The graduate program in the Division of Ceramic Art is an intense studio-based experience that stresses the development of concepts through making; the faculty aims to provide the highest caliber of education for students whose talents and aspirations are primed to flourish. The student's emergence into the professional art community is the thesis exhibition and articulated defense of the work's premise.

#### Required Courses

Course Code	Title	Credits
	<b>ART or ARTH 500 or higher level Electives (outside major concentration)</b>	<b>4</b>
ART 501	Studio Elective	1-6
ART 550	Independent Study	1-4
ART 500	Special Topics in Art	1-4
ART 535	Interactive Media Studio	2
ART 587	Tools/Strategies: Digital Design/Fabrication	2-3
ART 590	Methods of Digital Output	2
ART 601	Studio Advising Support	1-8
	<b>Advanced Ceramics (ART 552)</b>	<b>16-20</b>
ART 560	Ceramic Graduate Seminar	2
ART 582	Ceramic Materials I: Claybodies and Glazes	2
ART 660	First-Year Graduate Seminar	2
	ART 672 Written Thesis Prep	4
ARTH 539	History of Ceramic Art Craft and Design: Global Flows	4
	ART 680 Thesis-Ceramic Art	16-20
	<b>Sub-Total Credits</b>	<b>50-58</b>

#### Choice of at least one of the following technical courses:

(Spring 1st Year or Fall 2nd Year)

Course Code	Title	Credits
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ART 583	Ceramic Materials II: Problem Solving for Artists	2
ART 584	Introduction to Kiln Procedures and Construction	4
ART 587	Tools/Strategies: Digital Design/Fabrication	2-3
<b>Sub-Total Credits</b>		<b>2-4</b>
<b>Total Credits</b>		<b>60</b>

## Drawing/Painting/Photography

### Painting MFA

Find information about the School of Art & Design [here](#).

#### Overview

The Division of Drawing and Painting offers an international M.F.A Program in Painting. The program operates jointly in the School of Art & Design at Alfred University and Dusseldorf, Germany. Graduate students work with American and European artists and scholars, gaining an international perspective while interacting with art communities on two continents. This program offers a graduate experience that prepares students to become the next generation of professional artists and arts practitioners through concentrated studio time, significant research opportunities, and mentoring from art world professionals.

Applicants must be committed to extending the international study and the practice of painting. Graduate students spend half of each academic year in Dusseldorf engaging in intensive studio work, research, and professional practices. The program encourages a diversity of approaches within the unique language of painting and fosters critical dialogue addressing contemporary global perspectives.

#### Required Courses

Course Code	Title	Credits
<b>ARTH 500-level - Art History/Theory</b>		<b>4</b>
	ART 540 Graduate Painting	12
	ART 542 Graduate Painting Critique and Discussion	16
	ART 544 Professional Practices	8
ART 660	First-Year Graduate Seminar	2
	ART 674 Written Thesis Prep - Painting	4
	ART 683 Graduate Painting Thesis	14
<b>Sub-Total Credits</b>		<b>60</b>
<b>Total Credits</b>		<b>60</b>

# Electronic Integrated Arts

## Electronic Integrated Arts MFA

Find information about the School of Art & Design [here](#).

### Overview

The M.F.A in Electronic Integrated Arts is an interdisciplinary approach to electronic and digital processes. It provides a context for exploring the relationships between the languages, processes, and forms of emerging electronic/digital technologies with painting, printmaking, photography, design, video, and sonic art.

This interdisciplinary study program is committed to permeating the shared boundaries between traditional and expanding technologies and is grounded in digital media. Students who complete this M.F.A program will be prepared to take their place in the world as practicing artists, educators, and leaders who are discovering new spheres of cultural discourse and making significant contributions in the field of emerging digital media practices.

### Required Courses

Course Code	Title	Credits
	<b>ART or ARTH 500 or higher level Electives (outside major concentration)</b>	<b>4</b>
ART 501	Studio Elective	1-6
ART 550	Independent Study	1-4
ART 500	Special Topics in Art	1-4
ART 535	Interactive Media Studio	2
ART 587	Tools/Strategies: Digital Design/Fabrication	2-3
ART 590	Methods of Digital Output	2
ART 601	Studio Advising Support	1-8
	ART 523 Work and Analysis	16
ART 524	Electronic Strategies (Non time based)	2
	ART 525 Advanced Electronic Arts	16-20
ART 660	First-Year Graduate Seminar	2
ART 671	Written Thesis Preparation for Electronic Integrated Arts	4
	<b>ARTH minimum one Art History/Theory course</b>	<b>4</b>
	ART 681 Thesis-Electronic Integrated Arts	16-20
	<b>Sub-Total Credits</b>	<b>64-72</b>
	<b>Total Credits</b>	<b>60</b>

# Sculpture/Dimensional Studies

## Sculpture/Dimensional Studies MFA

Find information about the School of Art & Design [here](#).

### Overview

The Sculpture Dimensional Studies Division at Alfred University fosters progressive, creative growth and stimulates innovative technical and conceptual development in each student. The diverse faculty aim to foster thoughtful exploration into a wide range of materials and processes that challenge and examine sculpture's ever-expanding field. Curricular breadth and depth are grounded in a tradition of material exploration. Students also engage with historical and contemporary research, thus priming students to succeed as active participants in the international art world. The M.F.A program simultaneously prepares graduate students to be both practicing artists and teachers.

### Concentration in Glass Art

Applicants to the Glass Art program will have committed to working with glass as a medium for artistic expression.

### Concentration in Sculpture

Applicants to the Sculpture program will have committed to the making of sculpture with or without media specificity.

## Required Courses

### Concentration in Glass Art and Sculpture

Course Code	Title	Credits
	ART 522 Advanced Sculpture/Dimensional Studies	16-20
	ART 529 Studio Practice	6-8
ART 660	First-Year Graduate Seminar	2
	ART 672 Written Thesis Prep	4
	ART 682 Thesis-Sculpture/Dimensional Studies	16-20
	<b>ARTH minimum two Art History/Theory courses</b>	<b>8</b>
	ART or ARTH 500 or higher level electives	8
	<b>Sub-Total Credits</b>	<b>60-70</b>
	<b>Total Credits</b>	<b>60</b>

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# College of Business

## Overview

### Research

Research is an essential part of the mission of the College of Business, with specific goals to conduct discipline-based, applied, and instructional research that bridges the gap between business theory and practice. Faculty members at the Alfred University College of Business have established international collaborations with research partners in Canada, China, Germany, Australia, Kuwait, and Turkey on a variety of research topics. Students in the Master's in Business Administration (MBA) program have the opportunity to work as research assistants under the mentorship of faculty advisors. These research opportunities have resulted in co-authorships of journal articles and invitations to present research at regional and international forums.

### Mission and Values

The College of Business advances Alfred University's mission and goals in providing intellectual leadership through teaching, research and service. We provide active-learning driven educational programs in business management to interdisciplinary undergraduate and graduate students who value an intimate, interactive, student-centered learning environment. We develop our students into ethical business leaders who can think critically and communicate effectively in both domestic and global arenas. Our faculty conducts discipline-based, applied and instructional research that bridge the gap between business theory and practice.

In support of this mission, graduates of our MBA program will be able to:

- Lead creative teams which develop and communicate innovative strategies
- Demonstrate effective leadership and teamwork skills
- Understand and apply ethical business practices in business decisions

### History and Accreditation

The College of Business was established at Alfred University in 1973 and has been accredited by AACSB since 1987. The MBA degree program is accredited by the Association to Advance Collegiate Schools of Business (AACSB) - International. The School is located in the F.W. Olin Building, a \$5.6 million facility providing classroom computer facilities and a stock trading room. In 1995, the NYSDE approved the granting of the MBA degree. Additions to the Business Administration program were Accounting in 2010 and Healthcare Planning and Management in 2022.

## College Information and Requirements

### GPA Requirements

The academic standards for graduate students at Alfred University require an overall cumulative average of 3.0 to meet graduation requirements. MBA students are permitted no more than 3 graduate credits below a grade of B. Failure to maintain these standards could result in dismissal from the program.

### Admissions

Admission to the MBA program for both part and full-time students requires the following application materials:

1. Official undergraduate transcripts
2. Two letters of recommendation from either employers or college professors, whichever is appropriate. This is not required of AU College of Business (major or minor) graduates. Forms are available through the Office of Graduate Admissions or online for your convenience
3. Personal statement of graduate educational objectives
4. Resume

5. Graduate Management Admissions Test. The GMAT is not required for MBA application. The GMAT may be required for applicants whose profile needs supplemental information to establish their readiness for graduate study in business
6. Submit application and above items, along with the application fee (waived for current AU students or alumni), to:  
Office of Graduate Admissions  
Alumni Hall  
1 Saxon Drive  
Alfred, NY 14802  
607-871-2141

### **4+1 MBA Program**

Students who complete the Business Administration minor at Alfred University will have fulfilled the undergraduate foundation requirements for the MBA. Completion of the 4+1 undergraduate coursework does not guarantee admittance into the MBA program, as students must still apply and be accepted into the program.

### **Assistantships and Financial Aid**

Graduate assistantships are granted annually to full-time MBA students. Most graduate assistants work 7.5 hours per week with a business faculty member or professional staff member in their area of interest, and provide for remission of a portion of graduate tuition, along with a stipend payment.

Assistantship assignments may involve supporting faculty in teaching or research, working with college administrators on data analysis, student support functions, marketing projects, or assisting in the University's business and finance office.

Assistantships are also available through the Division of Student Experience, and may involve working with the residence life or athletics programs. These assistantship options require additional hours of service, and provide enhanced financial benefits. Athletics assistantships limit students to part-time enrollment.

## **Graduate Programs in Business**

### **Master of Business Administration**

The 21st century business world will demand new things from business leaders: creativity, ethical behavior, a global mindset and a deep understanding of sustainable business practices. The Alfred MBA prepares the next generation of business leaders by focusing on those factors that will lead to success. Students study real world, in-demand skills in courses such as Creativity and Innovative Thinking, and Negotiation and Persuasion, and courses that concentrate on innovative business practices: Economics for Managers, Business Analytics, and Management for Global Leaders. The MBA Capstone offers a unique opportunity to work as a professional consulting team with regional businesses.

The MBA-Business Administration provides opportunities for students to focus electives in interest areas, including sustainable business. The MBA-Accounting builds on an existing accounting degree or substantial coursework to prepare for careers in the field of accounting and to meet coursework requirements for the Certified Public Accountant credential.

The Alfred MBA offers a number of courses through online and online hybrid instruction, while preserving the benefits of classroom instruction and interaction. This combination of course formats balances the needs of working adults for home study with the opportunity for peer engagement and group work that builds skills in leadership, teamwork, and connections with our faculty.

There are two business programs leading to the conferral of the Master of Business Administration degree:

- [Accounting](#)
- [Business Administration](#)

# Programs

## Business

College of Business students can obtain a Bachelor of Science degree with a major in Accounting, Business Administration, Business Analytics, Data Analytics, Equine Business Management, Finance, Health Planning & Management or Marketing. The majors in the College of Business provide options within a professional education program grounded in the liberal arts which prepares our students for post-graduation objectives ranging from immediate entry into the job market to graduate school. Alfred University's program emphasizes leadership development and active "hands-on" learning. All students complete a Field Experience requirement in consultation with their advisor. AU's environment provides an opportunity for leadership development with a mix of curricular and cocurricular activities which provide students with opportunities to attain distinction.

Students who complete any of the business majors and are accepted into the Master of Business Administration Program at Alfred can complete the MBA degree within one year of full-time study (31 graduate credits).

The College also offers minors in Accounting, Arts Management, Business Administration, Business Analytics, Data Analytics, Economics, Equine Business Management, Family Business and Entrepreneurship, Finance, Health Planning & Management, International Business, Leadership, Marketing, and Sports Management. College of Business students may minor in fields within or outside of the College of Business. The Business Pre-MBA minor is open to students outside of the College of Business and provides the foundation coursework needed to complete an MBA in one year of full-time study.

## Accounting MBA

Find information about the College of Business [here](#).

### Overview

The Master of Business Administration in Accounting prepares those individuals with an undergraduate degree in accounting for various careers in the accounting field, including public accounting, corporate, and government positions. The program builds on the MBA foundation and core skills while offering advanced training in accounting topics and applied skills.

The MBA-Accounting program is registered with the NYS Department of Education as meeting the 150-credit hour educational requirements for Certified Public Accountant (CPA). Graduates of the MBA-Accounting program are prepared to enter professional roles in the public accounting, corporate, and government sectors.

The curriculum parallels the MBA-Business Administration track's foundation courses and graduate business core courses, but requires three advanced accounting core courses, and one elective option. Students who graduate from the Alfred University College of Business with an accounting major will have completed the prerequisite undergraduate coursework permitting them to complete all MBA-Accounting requirements with 31 credit hours of graduate study. A review of transcripts will be required to determine the content/length of program for applicants who have completed a baccalaureate degree at institutions other than Alfred University, as additional undergraduate courses may be required.

### MBA Foundation Courses (Undergraduate Pre-requisites)

- [BUSI 113](#): Descriptive Analytics & Statistics
- [MGMT 328](#): Management and Organizational Behavior
- [MKTG 221](#): Marketing Principles and Management
- [FIN 348](#): Managerial Finance
- [ACCT 211](#): Financial Accounting
- [MGMT 484](#): Operations Management

## Accounting Foundation Courses

- [ACCT 212](#): Managerial Accounting
- [ACCT 361](#): Intermediate Accounting I
- [ACCT 362](#): Intermediate Accounting II
- [ACCT 372](#): Costing Accounting
- [ACCT 371](#): Personal Income Tax
- [ACCT 471](#): Corporate Taxation
- [ACCT 441](#): Auditing Theory and Practice

Foundation course requirements can be filled in the following ways:

- Undergraduate business degree (major or minor)
- Undergraduate courses at Alfred University
- Undergraduate business courses from accredited universities
- Online business foundations courses from Open SUNY, Credly, and Study.com
- The student may also test out of the course requirement through arrangements with AU faculty members to demonstrate mastery of foundation knowledge

The graduate core courses for the MBA - Accounting Track are identical to those required for the MBA - Business Administration Track. These core courses impart knowledge and skills increasingly viewed by employers as critical for business success. These courses focus on professional skills which build an innovative workforce and which sustain businesses into the future. The MBA capstone course provides an advanced professional experience integrating management skills through team consultation with business clients to produce innovative solutions to business questions.

## MBA Graduate Core

Course Code	Title	Credits
MBA 626	Innovation Management	3
MBA 630	Management for Global Leaders	3
MBA 651	Economics for Managers	3
MBA 652	Negotiation and Persuasion	2
MBA 661	Creativity and Innovative Thinking	2
MBA 674	Business Analytics	3
MBA 699	Business Consulting Capstone	3
<b>Sub-Total Credits</b>		<b>19</b>

## MBA Graduate Accounting Core

Course Code	Title	Credits
MBA 653	Accounting Analytics	3
MBA 655	Advanced Auditing	3
MBA 657	Advanced Taxation	3
<b>Sub-Total Credits</b>		<b>9</b>

Students in the MBA-Accounting Track select one open graduate elective to complete their required coursework. The electives provide the opportunity to deepen knowledge of business sustainability, and to explore other areas of interest. Faculty-led study trips are among the elective choices.

Course Code	Title	Credits
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<b>MBA Accounting Elective</b>		<b>3</b>
MBA 600	Seminar in Business Issues	3
MBA 601	The Health Care Delivery System	3
MBA 603	Healthcare Policy	3
MBA 604	Power and Politics in Health Care	3
MBA 605	German Auto Industry	4
MBA 606	Legal and Ethical Issues in Healthcare	3
MBA 627	Leadership in a Digital World	3
MBA 629	Leading for Change	3
MBA 654	Business Ethics and Corporate Responsibility	3
MBA 681	Business Sustainability	3
<b>Sub-Total Credits</b>		<b>3</b>

### Full and Part-Time Study

Students may attend the MBA program on a part-time or full-time basis. Full-time is defined as 12-18 credits per semester. The MBA program is designed so that full-time students who have met foundations requirements can complete the 31 credits of graduate coursework in one academic year. Full-time students who need to complete undergraduate foundation courses will require up to 70 credits (39 credits of foundations + 31 graduate MBA credits), depending on their undergraduate preparation. Typical schedules for full-time students are shown below.

### Fall Semester – Accounting Track

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MBA 626	Innovation Management	3
MBA 630	Management for Global Leaders	3
MBA 655	Advanced Auditing	3
MBA 651	Economics for Managers	3
<b>MBA Accounting Elective</b>		<b>3</b>
MBA 600	Seminar in Business Issues	3
MBA 601	The Health Care Delivery System	3
MBA 603	Healthcare Policy	3
MBA 604	Power and Politics in Health Care	3
MBA 605	German Auto Industry	4
MBA 606	Legal and Ethical Issues in Healthcare	3
MBA 627	Leadership in a Digital World	3
MBA 629	Leading for Change	3
MBA 654	Business Ethics and Corporate Responsibility	3
MBA 681	Business Sustainability	3
<b>Sub-Total Credits</b>		<b>15</b>

### Spring Semester – Accounting Track

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MBA 652	Negotiation and Persuasion	2

MBA 653	Accounting Analytics	3
MBA 657	Advanced Taxation	3
MBA 661	Creativity and Innovative Thinking	2
MBA 674	Business Analytics	3
MBA 699	Business Consulting Capstone	3
<b>Sub-Total Credits</b>		<b>16</b>

Part-time students can finish the 31 credit-hour program in a minimum of four semesters. Many courses are offered during summer and winter (Allen) term, which provides additional flexibility. Many MBA classes are offered in a low residency format, with a combination of online or hybrid online instruction. Part-time students whose program of study requires more than 31 credit hours to complete undergraduate foundations will need more time to complete the degree requirements. Students may begin part-time study without formal application to the program, but can complete a maximum of 9 graduate credit hours as a non-matriculated student.

<b>Total Credits</b>	<b>150</b>
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## Business Administration MBA

Find information about the College of Business [here](#).

### Overview

Graduates of the Alfred MBA-Business Administration track are prepared to enter management roles in a variety of business settings, and to ethically lead, inspire, and be an agent of change in the fast-paced business world of the 21st century. The MBA prepares students with the knowledge and skills increasingly viewed as critical for business success, especially the growing need for knowledge of sustainability practices in MBA education.

The MBA curriculum has three components: undergraduate-level foundation courses, graduate business core courses, and graduate electives. The 18 credits of foundation courses introduce the functional areas of business practice. These courses are completed at the undergraduate level prior to starting the program, or as part of the program. Typically, students who have an undergraduate major or minor in a business field have already completed foundation requirements and may be able to complete the graduate courses (core and electives) in one year of full-time study. Students without prior foundation courses can be accepted into the MBA program and begin the program by taking foundation courses prior to moving into the graduate coursework.

### MBA Foundation Courses (Undergraduate Pre-requisites)

- BUS 113: Descriptive Analytics & Statistics
- MGMT 328: Management and Organizational Behavior
- MKTG 221: Marketing Principles and Management
- FIN 348: Managerial Finance
- ACCT 211: Financial Accounting
- MGMT 484: Operations Management

Foundation course requirements can be filled in the following ways:

- Undergraduate business degree (major or minor)
- Undergraduate courses at Alfred University
- Undergraduate business courses from accredited universities
- Online business foundations courses from Open SUNY, Credly, and Study.com

- The student may also test out of the course requirement through arrangements with AU faculty members to demonstrate mastery of foundation knowledge

The graduate courses for the MBA-Business Administration consist of the Graduate Core and Electives. The core courses impart knowledge and skills increasingly viewed by employers as critical for business success. These courses focus on professional skills which build an innovative workforce and which sustain businesses into the future. The MBA capstone course provides an advanced professional experience integrating management skills through team consultation with business clients to produce innovative solutions to business questions.

## MBA Graduate Core

Course Code	Title	Credits
MBA 626	Innovation Management	3
MBA 630	Management for Global Leaders	3
MBA 651	Economics for Managers	3
MBA 652	Negotiation and Persuasion	2
MBA 661	Creativity and Innovative Thinking	2
MBA 674	Business Analytics	3
MBA 699	Business Consulting Capstone	3
<b>Sub-Total Credits</b>		<b>19</b>

## MBA Business Administration Electives

The elective course offerings for the MBA-Business Administration provide the opportunity to deepen knowledge of business sustainability, healthcare management, and finance, and to explore other areas of interest. Students can select from among the elective offerings to build a focus area in Sustainable Business, Leadership, or Finance. Faculty-led study trips are among the elective choices.

Course Code	Title	Credits
<b>MBA Business Administration Electives</b>		<b>12</b>
MBA 600	Seminar in Business Issues	3
MBA 601	The Health Care Delivery System	3
MBA 603	Healthcare Policy	3
MBA 604	Power and Politics in Health Care	3
MBA 605	German Auto Industry	4
MBA 606	Legal and Ethical Issues in Healthcare	3
MBA 609	Brand Management	3
MBA 617	Options and Futures	3
MBA 627	Leadership in a Digital World	3
MBA 629	Leading for Change	3
MBA 653	Accounting Analytics	3
MBA 654	Business Ethics and Corporate Responsibility	3
MBA 655	Advanced Auditing	3
MBA 681	Business Sustainability	3
<b>Sub-Total Credits</b>		<b>12</b>

## Full and Part-Time Study

Students may attend the MBA program on a part-time or full-time basis. Full-time is defined as 12-18 credits per semester. The MBA program is designed so that full-time students who have met foundations requirements can complete the 31 credits of graduate coursework in one academic year. Full-time students who need to complete undergraduate foundation courses will require up to 49 credits (18 credits of foundations + 31 graduate MBA credits), depending on their undergraduate preparation. Typical schedules for full-time students are shown below.

### Fall Semester – Business Administration Track

Course Code	Title	Credits
MBA 626	Innovation Management	3
MBA 630	Management for Global Leaders	3
MBA 651	Economics for Managers	3
<b>MBA Business Administration Electives</b>		<b>3</b>
MBA 600	Seminar in Business Issues	3
MBA 601	The Health Care Delivery System	3
MBA 603	Healthcare Policy	3
MBA 604	Power and Politics in Health Care	3
MBA 605	German Auto Industry	4
MBA 606	Legal and Ethical Issues in Healthcare	3
MBA 627	Leadership in a Digital World	3
MBA 629	Leading for Change	3
MBA 654	Business Ethics and Corporate Responsibility	3
MBA 681	Business Sustainability	3
<b>MBA Business Administration Electives</b>		<b>3</b>
MBA 600	Seminar in Business Issues	3
MBA 601	The Health Care Delivery System	3
MBA 603	Healthcare Policy	3
MBA 604	Power and Politics in Health Care	3
MBA 605	German Auto Industry	4
MBA 606	Legal and Ethical Issues in Healthcare	3
MBA 627	Leadership in a Digital World	3
MBA 629	Leading for Change	3
MBA 654	Business Ethics and Corporate Responsibility	3
MBA 681	Business Sustainability	3
<b>Sub-Total Credits</b>		<b>15</b>

### Spring Semester – Business Administration Track

Course Code	Title	Credits
MBA 652	Negotiation and Persuasion	2
MBA 661	Creativity and Innovative Thinking	2
MBA 674	Business Analytics	3
MBA 699	Business Consulting Capstone	3

<b>MBA Business Administration Electives</b>		<b>3</b>
MBA 600	Seminar in Business Issues	3
MBA 601	The Health Care Delivery System	3
MBA 603	Healthcare Policy	3
MBA 604	Power and Politics in Health Care	3
MBA 605	German Auto Industry	4
MBA 606	Legal and Ethical Issues in Healthcare	3
MBA 627	Leadership in a Digital World	3
MBA 629	Leading for Change	3
MBA 654	Business Ethics and Corporate Responsibility	3
MBA 681	Business Sustainability	3
<b>MBA Business Administration Electives</b>		<b>3</b>
MBA 600	Seminar in Business Issues	3
MBA 601	The Health Care Delivery System	3
MBA 603	Healthcare Policy	3
MBA 604	Power and Politics in Health Care	3
MBA 605	German Auto Industry	4
MBA 606	Legal and Ethical Issues in Healthcare	3
MBA 627	Leadership in a Digital World	3
MBA 629	Leading for Change	3
MBA 654	Business Ethics and Corporate Responsibility	3
MBA 681	Business Sustainability	3
<b>Sub-Total Credits</b>		<b>16</b>

Part-time students can finish the 31 credit-hour program in a minimum of four semesters. Many elective courses are offered during summer and winter (Allen) terms, which provides additional flexibility. Many MBA classes are offered in a low residency format, with a combination of online and hybrid online. Part-time students whose program of study requires more than 31 credit hours to complete undergraduate foundations will need more time to complete the degree requirements. Students may begin part-time study without formal application to the program, but can complete a maximum of 9 graduate credit hours as a non-matriculated student.

<b>Total Credits</b>	<b>31</b>
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# School of Graduate and Continuing Studies

## On-Campus Programs

### Overview

Alfred University offers master's degree programs in counseling and master's and doctoral degree programs psychology through the Division of Counseling and School Psychology (CSP) on the main campus in Western New York. The hallmarks of the CSP graduate programs are rigorous and thorough academic curriculums paired with hands-on experience through field placements that prepare students for professional careers in counseling and psychology. Evidence of the quality of these programs can be found in their recognition from both the NY State Education Department (NYSED) and their respective professional organizations.

The mental health counseling MSED/CAS program is registered with NYSED as leading to licensure as a mental health counselor, while the school counseling MSED/CAS program is registered with NYSED as leading to both initial and professional certification in school counseling. The school psychology MA/CAS program is registered with NYSED as leading to both provisional and permanent certification in school psychology. The school psychology PsyD program is registered with NYSED as leading to licensure as a psychologist.

The mental health and school counseling MSED/CAS programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The school psychology MA/CAS program is accredited by the National Association of School Psychologists (NASP) and the school psychology PsyD program is accredited by the American Psychological Association (APA).

### School Information and Requirements

#### School Counseling and Mental Health Counseling

The Graduate Program in Counseling is designed to train knowledgeable and skilled counselors who are able to serve a culturally diverse society through professional employment in school, agency, and higher education settings. The program is committed to the personal and professional development of each student in the context of a sound theoretical background. One-on-one interaction between faculty members and students encourages the personal learning that is vital to the education of counselors. Students gain a strong knowledge base and they also develop personal maturity and strong interpersonal and organizational skills.

**Mission Statement:** Alfred University's graduate program in counseling prepares individuals for counseling positions in elementary, middle and high schools, mental health agencies, and colleges and universities. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling. We (the faculty) strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

### **School Psychology - Master of Arts/Certificate of Advanced Study (MA/CAS)**

School of Graduate and Continuing Studies offers a National Association of School Psychologists (NASP) approved program of graduate study in School Psychology consisting of two years of full-time graduate study followed by a full year internship. The 100 Master's degree is conferred following completion of 63 credit hours of coursework, and the Certificate of Advanced Study is awarded upon completion of the 18 credits of full-time internship. These degree requirements satisfy the academic portion of the New York State Education Department requirements for the provisional certificate as a school psychologist.

Graduates also fulfill the academic requirements for National Certification as a School Psychologist (NCSP), an additional credential offered by the National Association of School Psychologists. All students are required to take and pass the School Psychology examination offered by the Educational Testing Service/ Praxis Exam Series prior to completion of the internship.

The School Psychology Program is designed to develop professional psychologists who possess the personal characteristics and academic competencies necessary for serving the mental health and educational needs of all children and youth. Because of the applied nature of the program and the close interpersonal relationships that the profession of school psychology demands, students applying for admission must demonstrate a high level of maturity, independence, and flexibility.

**Missions Statement:** Mission of the MA/CAS Program Preparation of school psychologists for applied professional practice in schools and related child and family settings.

### **School Psychology - Doctor of Psychology (PsyD)**

The Psy.D. Program in School Psychology is designed to prepare psychologists who will practice advanced skills in the schools and related child and family settings and to prepare graduates to meet professional employment demands for:

1. Psychologists in applied research
2. Supervising psychologists
3. Psychologists in child and family treatment agencies, hospitals, and private practice
4. Professionals in higher education involved in the training of educators and clinicians

The program leads to New York State license eligibility as a psychologist as well as state and national certification as a school psychologist, an additional credential offered by the National Association of School Psychologists.

Doctoral training focuses on applied research skills, advanced studies, and expanded areas of expertise. Graduates will possess the flexibility to assume a variety of roles and have the necessary skills to aid in the continuous development through research and practice of more effective educational and psychological practices. They acquire a broad knowledge base in psychological and educational theory, research and practice. They develop competencies in basic skill areas, advanced assessment, direct and indirect intervention including counseling and consultation with individuals, groups and systems, applied research, and supervision of others providing psychological services to children and families, particularly within a rural context.

Doctoral candidates are also encouraged to develop a specific area of expertise through a concentration of coursework, field experience and research. This focus on a strong professionally-oriented program logically leads to the Psy.D. versus the Ph.D. degree and is in concert with the view put forth in the final report of the Psychology Committee of the Doctoral Evaluation Project of the New York State Education Department.

**Mission Statement:** Mission of the Psy.D. Program Preparation of psychologists for applied professional practice in schools and other child and family oriented settings.

## **Graduate Programs On-Campus**

The graduate and continuing studies programs offered on-campus include:

- [School Counseling MEd/CAS](#)
- [Mental Health Counseling MEd/CAS](#)
- [School Psychology MA/CAS](#)

## Doctoral Program On-Campus

The doctoral program offered on-campus is:

- [School Psychology PsyD](#)

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# AUNY (Off-Campus) Programs

## Overview

Alfred University offers a number of Masters-level programs in the New York City metropolitan area and other locations in upstate New York which are extension programs of regular campus offerings. Courses are made available through the Center for Integrated Training and Education (CITE), which has provided professional development and in-service courses for teachers, principals, and related school staff since 1983. CITE is a professional service organization that manages the logistical operations for Alfred's NYC-area Programs. Classes for AUNY Programs are offered at venues in Brooklyn, Long Island, and Westchester. Alfred University's Downstate Program is designed for working professionals and recent college graduates in the Greater NYC Metropolitan Area. Students in the program are expected to maintain Alfred University's standard of graduate study. This program requires a basic level of computer and internet proficiency.

The Master of Science in Education programs in Literacy and Special Education are offered in Corning. Courses are taught on the campus of Corning Community College.

## School Information and Requirements

### School Counseling and Mental Health Counseling

The Division of Counseling and School Psychology offers graduate programs to prepare candidates to become mental health professionals working in schools, community agencies, and higher education. Programs in MSED and Certificate of Advanced Study (MSED/CAS) in Counseling: School Counseling & Mental Health Counseling.

The Division of Counseling and School Psychology is well known for the continuing contributions of its faculty to the scholarly literature in psychology, school psychology, educational psychology, counseling, and special education.

Faculty members in the Division work cooperatively with Master's and Doctoral students, and with faculty members in other divisions and other universities. They conduct research in their areas of specialization, supervise dissertation research, direct sponsored projects, serve on the editorial boards of journals, and collaborate with 60 schools and agencies to provide training and conduct applied research and program evaluation projects.

Doctoral students in School Psychology participate in a scholarly apprenticeship throughout their program of study under the direction of their advisor or other mentor. The apprenticeship is designed to introduce students to the process of scholarship and to supplement coursework in research methodology. The Division has a number of resources for the support of graduate student research.

The Lea R. Powell Institute for Children and Families is an umbrella organization for the service, training, and research activities undertaken by the Division. It includes the Child and Family Services Center (CFSC) and the Powell Development Program. The Child and Family Services Center (CFSC) at the Powell Institute is a spacious mental health facility that provides community-based educational and counseling services to children, families, and adults. The CFSC is equipped with state-of-the-art audio-visual observation system that allows graduate students to receive live, in-themoment supervision in addition to weekly individual and group supervision activities. A variety of educational and therapeutic services are provided by graduate students under the direct supervision of a licensed psychologist or mental health counselor. Services include psychoeducational assessments for children and college-aged individuals, individual and family therapy, play therapy, group therapy, and school consultation. The CFSC also provides a setting for faculty and student applied research projects.

The Institute's Powell Development Program is designed to provide training and support research activities of faculty and students in the Division. Training activities and resources offered through the Powell Development Program include fellowships in school psychology, honors awards for outstanding school psychology performance, continuing professional development opportunities for school and mental health agency personnel, annual Powell Distinguished Lecture Series, and the availability of

therapeutic resources in the Melinda Welter Library. The Powell Development Program supports the research activities of faculty and students through facilitating collaborative research proposals, coordinating ongoing research activities, funding dissertation research projects of students, and providing start-up support for faculty research programs.

Through the sponsorship of the Powell Institute for Children and Families, the Division of Counseling and School Psychology has been awarded numerous governmental- and privately-funded training and research grants totaling over nine and half million dollars. These projects have supported the advanced training of school psychology students in the delivery of specialized psychological services to children and families, multi-tiered system of educational service delivery and school improvement, as well as preparation to become faculty members in higher education. Research programs have focused on provision of mental health services in rural communities, rural justice, and school crisis prevention and response.

### **Division of Education**

The faculty members in the teacher education programs are active researchers dedicated to excellence in training and practice. With expertise in inclusive education, disabilities, literacy learning, development of critical thinking skills, and teaching with technology, education faculty are active in professional associations and scholarship. 61 Successfully funded external grants have centered on inclusive education and case study teaching approaches.

### **School Psychology**

#### **Undergraduate Preparation for the M.A./C.A.S., and Psy.D. Programs**

The student must present evidence of competence in the following subject areas:

1. Introduction to psychology
2. Statistical and/or experimental methods
3. At least one of the following:
  - Developmental psychology (e.g., child and adolescent psychology)
  - Personality
  - Abnormal psychology

Students who have not taken these courses, but who are acceptable candidates otherwise, may make arrangements upon approval of the School Psychology Committee to satisfy these requirements via coursework or independent study in the summer preceding admission. Other courses, such as tests and measurements, learning or educational psychology are looked upon favorably. Practical experiences in psychology or education as well as any other relevant experiences are seen as valuable preparation.

Once a student has been accepted into the program, due consideration will be given to graduate work done at other accredited institutions and some transfer of credits may be permitted. No more than six semester credit hours of graduate work, or 20% of coursework, whichever is greater, can be transferred. Such credits must be in courses which were clearly at the graduate level with grade B or better, and which duplicate coursework in Alfred University's School Psychology Program. Students who enter the doctoral program with prior graduate training relevant to the field of school psychology (including a prior master's degree in school psychology) must complete  $\frac{1}{2}$  of their credits for doctoral coursework at Alfred University. This means that no more than 45 of the 90 credits of coursework can be transferred towards the doctoral degree.

### **Admission**

Students applying to the School Psychology Program must submit the following documents directly to the Graduate Admissions Office:

- a completed application form
- three (3) letters of recommendation
- official transcripts of all undergraduate and graduate coursework
- Graduate Record Examination (GRE) General Test is optional for admission
- a personal statement of objectives
- a statement of research interest (Psy.D. only)

Admission to the M.A./C.A.S. School Psychology Program is limited to 18 students each year, and six students for the Psy.D. program. The deadline for applications to the Doctor of Psychology (Psy.D.) program in School Psychology is January 15. Review of applications for the M.A./C.A.S. program in School Psychology will begin on February 1. Late applications will be considered if places in the class still exist for qualified applicants. Early application is strongly encouraged.

### **Interview**

An on-campus interview is expected of each applicant for admission to the program, but warranted exceptions may be made. Correspondence about the program should be addressed to: Brad Daly, Division of School Psychology 1 Saxon Drive, Alfred, NY 14802 Telephone: 607-871-2212.

### **Curriculum**

The program is structured to allow separate groups of no more than 25 students to enter each program. Each group remains together through the entire program, attending classes year-round for two years (Counseling) or 15 months (Public Administration), including summers. First year classes are prerequisites for all other classes in the program. Counseling and public administration programs adhere to fall start dates. The literacy and certificate of advanced study programs admit cohorts in the fall and spring.

All matriculated students in AUNY programs are regular Alfred University students. As such, they have access to the University's online resources and to their academic records through AU BannerWeb. Details regarding these privileges are outlined in the program handbook that students receive at orientation.

### **Campus Residency Requirement**

All AUNY extension program students are required to attend courses on the Alfred University campus in western New York State during one summer semester of their program. During the campus residency, the number of courses varies based on the length of the program. Campus housing is available to students. Alfred University and CITE assist students in making arrangements. Costs associated with these visits are not included in the cost of tuition. Information about transportation and housing is distributed to accepted students ahead of the summer residency.

## **Graduate Programs Off-Campus**

The graduate and continuing studies programs offered off-campus include:

- [School Counseling CAS](#)
- [School Counseling MEd/CAS](#)
- [Mental Health Counseling CAS](#)
- [Mental Health Counseling MEd/CAS](#)
- [Care Management CAS](#)
- [Public Administration MPA](#)
- [Literacy MEd](#)
- [Inclusive and Special Education \(All Grades\) MSED](#)

# Programs

## Counseling & School Psychology

### Counseling Program

#### Overview of the M.S.Ed. Program

The Graduate Program in Counseling is designed to train knowledgeable and skilled counselors who are able to serve a culturally diverse society through professional employment in school, agency, and higher education settings. The program is committed to the personal and professional development of each student in the context of a sound theoretical background. One-on-one interaction between faculty members and students encourages the personal learning that is vital to the education of counselors. Students gain a strong knowledge base and they also develop personal maturity and strong interpersonal and organizational skills.

#### Mission Statement of the M.S.Ed. Program

Alfred University's graduate program in counseling prepares individuals for counseling positions in elementary, middle and high schools, mental health agencies, and colleges and universities. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling.

We (the faculty) strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

#### Goals and Objectives of the M.S.Ed. Program

- **Goal A:** To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling.
  - **Objective A1:** Students will demonstrate knowledge in each of the eight core curricular areas:
    - Professional Orientation/Ethics # Social/Cultural Diversity
    - Human Development
    - Career Development
    - Helping Relationships
    - Group Work
    - Assessment
    - Research/Program Evaluation
- **Goal B:** To prepare counseling students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.
  - **Objective B1:** Mental health counseling students will demonstrate professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.
  - **Objective B2:** School counseling students will demonstrate professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students.
- **Goal C:** To prepare counseling students to become competent, self-aware, and socially conscious in order to work in a variety of settings serving a diverse population.
  - **Objective C1:** Students will engage in personal and professional growth experiences that will allow them to assess their academic progress, personal and professional development skills, self-understanding, interpersonal effectiveness, and commitment and readiness to enter the counseling field.

### School Psychology Program

#### MA/CAS Program

#### Overview of the MA/CAS Program

School of Graduate and Continuing Studies offers a National Association of School Psychologists (NASP) approved program of graduate study in School Psychology consisting of two years of full-time graduate study followed by a full year internship. The

Master's degree is conferred following completion of 63 credit hours of coursework, and the Certificate of Advanced Study is awarded upon completion of the 18 credits of full-time internship. These degree requirements satisfy the academic portion of the New York State Education Department requirements for the provisional certificate as a school psychologist.

Graduates also fulfill the academic requirements for National Certification as a School Psychologist (NCSP), an additional credential offered by the National Association of School Psychologists. All students are required to take and pass the School Psychology examination offered by the Educational Testing Service/ Praxis Exam Series prior to completion of the internship.

The School Psychology Program is designed to develop professional psychologists who possess the personal characteristics and academic competencies necessary for serving the mental health and educational needs of all children and youth.

Because of the applied nature of the program and the close interpersonal relationships that the profession of school psychology demands, students applying for admission must demonstrate a high level of maturity, independence, and flexibility.

### **Mission of the MA/CAS Program**

Preparation of school psychologists for applied professional practice in schools and related child and family settings.

### **Goals and Objectives of the MA/CAS Program**

- **Goal A:** To produce school psychologists with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of success in a broad array of social, economic, and political contexts.
  - **Objective A1:** Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual, family, and cultural diversity.
  - **Objective A2:** Students will develop an awareness that their personal characteristics and interpersonal skills affect the quality, social validity, and acceptability of the services they provide.
  - **Objective A3:** Students will abide by ethical standards as they relate to the historical foundations of the school psychology profession and the current guidelines for practice.
- **Goal B:** To produce school psychologists competent to access a broad range of theoretical and practical approaches with sufficient depth to be effective, flexible practitioners.
  - **Objective B1:** Students will develop proficiency in databased decision-making, including traditional and alternative approaches to the assessment and evaluation of children's academic, behavioral and emotional problems.
  - **Objective B2:** Students will develop proficiency in the design and development of programs to intervene both directly and indirectly with children's academic, behavioral, and emotional problems. These programs will include academic strategies, behavior modification, crisis intervention, and counseling techniques that are implemented in a timely manner.
- **Goal C:** To produce school psychologists who have an understanding of the basic principles of human cognitive and emotional development and their relationship to the functioning of children within a school setting.
  - **Objective C1:** Students will develop an understanding of the development of both normal and exceptional children.
  - **Objective C2:** Students will gain knowledge of general and special education services and legal guidelines, as part of understanding the educational and SOCI- political climate of their school districts.
  - **Objective C3:** Students will develop skills in consulting and communicating with school professionals and parents.
  - **Objective C4:** Students will develop skills in the prevention and remediation of academic and emotional problems in children.
- **Goal D:** To produce school psychologists competent in the comprehension and application of research to professional practice.
  - **Objective D1:** Students will acquire a foundation in the scientific knowledge base of psychology and education, as well as an ability to evaluate and utilize research in their practice.
  - **Objective D2:** Students will develop proficiency in ongoing program evaluation, so they make informed decisions based upon objective data in developing services for children.
  - **Objective D3:** Students will develop a knowledge base which includes the updated and appropriate use of information technology in their practice.

## Psy.D Program

### Overview of the Psy.D Program

The Psy.D. Program in School Psychology is designed to prepare psychologists who will practice advanced skills in the schools and related child and family settings and to prepare graduates to meet professional employment demands for:

1. Psychologists in applied research
2. Supervising psychologists
3. Psychologists in child and family treatment agencies, hospitals, and private practice
4. Professionals in higher education involved in the training of educators and clinicians

The program leads to New York State license eligibility as a psychologist as well as state and national certification as a school psychologist, an additional credential offered by the National Association of School Psychologists.

Doctoral training focuses on applied research skills, advanced studies, and expanded areas of expertise. Graduates will possess the flexibility to assume a variety of roles and have the necessary skills to aid in the continuous development through research and practice of more effective educational and psychological practices. They acquire a broad knowledge base in psychological and educational theory, research and practice. They develop competencies in basic skill areas, advanced assessment, direct and indirect intervention including counseling and consultation with individuals, groups and systems, applied research, and supervision of others providing psychological services to children and families, particularly within a rural context.

Doctoral candidates are also encouraged to develop a specific area of expertise through a concentration of coursework, field experience and research.

This focus on a strong professionally-oriented program logically leads to the Psy.D. versus the Ph.D. degree and is in concert with the view put forth in the final report of the Psychology Committee of the Doctoral Evaluation Project of the New York State Education Department.

### Mission of the Psy.D. Program

Preparation of psychologists for applied professional practice in schools and other child and family oriented settings.

### Goals and Objectives of the Psy.D. Program

- **Goal A:** To produce professional psychologists with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of success in a broad array of social, economic, and political contexts.
  - **Objective A1:** Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual and cultural diversity.
  - **Objective A2:** Students will demonstrate the personal characteristics and interpersonal skills that affect the quality, social validity, and acceptability of the services they provide.
- **Goal B:** To produce professional psychologists competent to access a broad range of theoretical and practical approaches with sufficient depth to be effective, flexible practitioners.
  - **Objective B1:** Students will develop proficiency in traditional and emerging approaches to the assessment and evaluation of children's academic, behavioral, and emotional problems.
  - **Objective B2:** Students will develop proficiency in the design and development of programs to intervene both directly and indirectly with children's academic, behavioral, and emotional problems.
- **Goal C:** To produce professional psychologists competent in the conduct, comprehension, and application of research to professional practice.
  - **Objective C1:** Students will acquire a foundation in the scientific knowledge base of psychology and education.
  - **Objective C2:** Students will develop proficiency in the conduct, dissemination, and application of research related to professional practice.

## Mental Health Counseling CAS (Bridge)

Find information about the School of Graduate and Continuing Studies' AUNY Off-Campus Programs [here](#).

## Overview

The Certificate of Advanced Study in Mental Health Counseling is a part-time program designed for individuals who have already earned master's degrees in counseling and either majored in school counseling or did not fulfill the eligibility requirements for the mental health license.

This includes master's degrees in school counseling, school psychology, community- agency counseling, and college counseling/ college student development, older general counseling degrees, applied psychology with a counseling specialization, and human services with a counseling specialization. It does not include master's degrees in general psychology, experimental psychology, social work, human development, or human services without a counseling specialization. Licensure regulations are very specific in requiring a master's degree in counseling.

The CAS is an 18 graduate credit program consisting of four 3-credit classroom-based courses and two 3-credit internship courses spanning three semesters. All courses and internship requirements are designed to meet the defined training requirements for the Licensed Mental Health Counselor (LMHC) credential in New York State. As an approved program, individuals who successfully earn the CAS have completed the degree requirements that make them eligible for the LMHC.

Mental health counselors must have a critical body of knowledge and set of skills in order to help clients function effectively in their lives. To achieve this goal, the program requires that students who enter the program have successfully completed a master's degree in counseling that includes the following foundation areas: human growth and development; social and cultural foundations; the nature of helping relationships; group theory and group process; family counseling skills; career and lifestyle development; appraisal, research and program evaluation; ethics, professional standards, and credentialing; and professional issues. The CAS program then supplements these basic foundations with course work specific to the mental health setting. Finally, each student is required complete an internship experience to ensure that students are able to apply the skills and knowledge they have learned, as well as meet the NYS regulations for the LMHC.

## Course Requirements and Sequence

### Semester 1

Course Code	Title	Credits
COUN 603	Foundations of Mental Health Counseling	3
COUN 615	Psychopathology and Differential Diagnosis	3
<b>Sub-Total Credits</b>		<b>6</b>

### Semester 2

Course Code	Title	Credits
COUN 619	Program Development and Grantsmanship	3
<b>Sub-Total Credits</b>		<b>3</b>

### Semester 2 : Take one of the following

Course Code	Title	Credits
COUN 628	Assessment in Mental Health Counseling	3
COUN 641	Counseling Special Populations	3
<b>Sub-Total Credits</b>		<b>6</b>

### Semester 3

Course Code	Title	Credits
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COUN 663	Internship in Mental Health Counseling I	3
COUN 664	Internship in Mental Health Counseling II	3-9
<b>Sub-Total Credits</b>		<b>6-12</b>

### Mandated Summer Residency Course

All students must take a component of the MHC CAS program on the main campus to satisfy the NYSED Residency requirement. Students in the AUNY MHC CAS program must take COUN 694: Counseling Residency to meet this requirement.

Course Code	Title	Credits
COUN 694	CAS in Mental Health Counseling Residency	0
<b>Total Credits</b>		<b>18</b>

## Mental Health Counseling MEd/CAS

Find information about the School of Graduate and Continuing Studies' AUNY Off-Campus Programs [here](#).

### Overview

Alfred University's graduate program in mental health counseling prepares individuals for counseling positions in public and private agencies that provide mental health and alcohol/substance abuse treatment. The program focuses on developing a broad set of helping skills that are applicable to any mental health setting in which counselors work. Students develop these skills both in and out of the classroom.

Students spend over 100 days (700 clock hours) in mental health settings. Coursework in the program offers practice in a range of counseling skills and functions of mental health counselors, while the field experiences provide the student with practical applications in mental health counseling. Recent internship sites include out-patient centers of hospitals, in-patient psychiatric units, residential substance abuse programs, out-patient substance abuse programs, multi-service agencies, and private practices. This program requires that students complete 60 credit-hours of course work, including a 3-credit practicum experience and two 3-credit internships. Individuals who successfully complete this program are eligible for the limited permit as a mental health counselor in New York State. Graduates must then complete 3,000 hours (approximately 2 years, full-time) of supervised mental health counseling experience (1,500 hours of which must be direct client contact) and pass the National Certified Clinical Mental Health Counselor Examination which serves as the licensing exam for New York State.

### Curriculum

The Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program consists of 60 credit hours of coursework and supervised practicum/internship experiences leading to a Master of Science in Education and a Certificate of Advanced Study. Students gain applied experiences in the Child and Family Services Center on campus, as well as in various mental health agencies in the community. The mental health program is registered as a Licensure Qualified Program in New York State and satisfies all the educational requirements for students to become Licensed Mental Health Counselors (LMHC).

### Course Requirements

**Required Courses for MSED**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 602	The Professional and Ethical Foundations of Counseling	3
COUN 605	Career Development and Life Planning	3
COUN 636	Principles of Counseling	3
COUN 642	Multi-Cultural Counseling	3
COUN 603	Foundations of Mental Health Counseling	3
COUN 639	Group Counseling	3
COUN 638	Advanced Counseling Theory and Practice	3
COUN 659	Practicum in Mental Health Counseling I	3
COUN 615	Psychopathology and Differential Diagnosis	3
COUN 626	Assessment in Counseling	3
COUN 606	Human Development: The Lifespan	3
COUN 646	Consultation and Prevention	3
COUN 671	Research and Statistics	3
COUN 652	Techniques of Family Therapy	3
COUN 641	Counseling Special Populations	3
COUN 695	Topics in Counseling	3
EDUC 621	Child Abuse Identification and Reporting Workshop	0
<b>Sub-Total Credits</b>		<b>48</b>

**Required Courses for Certificate**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 619	Program Development and Grantsmanship	3
COUN 628	Assessment in Mental Health Counseling	3
COUN 663	Internship in Mental Health Counseling I	3
COUN 664	Internship in Mental Health Counseling II	3-9
<b>Sub-Total Credits</b>		<b>12-18</b>

<b>Total Credits</b>		<b>60</b>
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**Mental Health Counseling MSED/CAS Course Sequence**

Find information about the School of Graduate and Continuing Studies' On-Campus Programs [here](#).

**Curriculum**

The Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program consists of 60 credit hours of coursework and supervised practicum/internship experiences leading to a Master of Science in Education and a Certificate of Advanced Study. Students gain applied experiences in the Child and Family Services Center on campus, as well as in various mental health agencies in the community. The mental health program is registered as a Licensure Qualified Program in New York State and satisfies all the educational requirements for students to become Licensed Mental Health Counselors (LMHC).

**Mental Health Counseling Sample Course Sequence (Full-time)****First Year Courses****Fall Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 602	The Professional and Ethical Foundations of Counseling	3
COUN 605	Career Development and Life Planning	3
COUN 606	Human Development: The Lifespan	3
COUN 636	Principles of Counseling	3
COUN 642	Multi-Cultural Counseling	3
EDUC 621	Child Abuse Identification and Reporting Workshop	0
<b>Sub-Total Credits</b>		<b>15</b>

**Spring Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 603	Foundations of Mental Health Counseling	3
COUN 615	Psychopathology and Differential Diagnosis	3
COUN 638	Advanced Counseling Theory and Practice	3
COUN 639	Group Counseling	3
COUN 659	Practicum in Mental Health Counseling I	3
<b>Sub-Total Credits</b>		<b>15</b>

**Summer Session I**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 671	Research and Statistics	3
<b>Sub-Total Credits</b>		<b>3</b>

**Summer Session II**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 619	Program Development and Grantsmanship	3
<b>Sub-Total Credits</b>		<b>3</b>

**Second Year Courses****Fall Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 626	Assessment in Counseling	3
COUN 641	Counseling Special Populations	3
COUN 652	Techniques of Family Therapy	3

COUN 663	Internship in Mental Health Counseling I	3
<b>Sub-Total Credits</b>		<b>12</b>

**Spring Semester**

Course Code	Title	Credits
COUN 628	Assessment in Mental Health Counseling	3
COUN 664	Internship in Mental Health Counseling II	3-9
COUN 695	Topics in Counseling	3
<b>Sub-Total Credits</b>		<b>9-15</b>

**Mental Health Counseling Course Sequence (Part-time)****First Year Courses****Fall Semester**

Course Code	Title	Credits
COUN 602	The Professional and Ethical Foundations of Counseling	3
COUN 606	Human Development: The Lifespan	3
COUN 636	Principles of Counseling	3
EDUC 621	Child Abuse Identification and Reporting Workshop	0
<b>Sub-Total Credits</b>		<b>9</b>

**Spring Semester**

Course Code	Title	Credits
COUN 615	Psychopathology and Differential Diagnosis	3
COUN 638	Advanced Counseling Theory and Practice	3
COUN 639	Group Counseling	3
<b>Sub-Total Credits</b>		<b>9</b>

**Summer Session I**

Course Code	Title	Credits
COUN 671	Research and Statistics	3
<b>Sub-Total Credits</b>		<b>3</b>

**Summer Session II**

Course Code	Title	Credits
COUN 619	Program Development and Grantsmanship	3
<b>Sub-Total Credits</b>		<b>3</b>

## Second Year Courses

### Fall Semester

Course Code	Title	Credits
COUN 605	Career Development and Life Planning	3
COUN 626	Assessment in Counseling	3
COUN 642	Multi-Cultural Counseling	3
<b>Sub-Total Credits</b>		<b>9</b>

### Spring Semester

Course Code	Title	Credits
COUN 603	Foundations of Mental Health Counseling	3
COUN 659	Practicum in Mental Health Counseling I	3
COUN 695	Topics in Counseling	3
<b>Sub-Total Credits</b>		<b>9</b>

## Third Year Courses

### Fall Semester

Course Code	Title	Credits
COUN 641	Counseling Special Populations	3
COUN 652	Techniques of Family Therapy	3
COUN 663	Internship in Mental Health Counseling I	3
<b>Sub-Total Credits</b>		<b>9</b>

### Spring Semester

Course Code	Title	Credits
COUN 628	Assessment in Mental Health Counseling	3
COUN 664	Internship in Mental Health Counseling II	3-9
<b>Sub-Total Credits</b>		<b>6-12</b>

<b>Total Credits</b>		<b>60</b>
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## School Counseling CAS (Bridge)

Find information about the School of Graduate and Continuing Studies' AUNY Off-Campus Programs [here](#).

### Overview

The Certificate of Advanced Study (CAS) in School Counseling is a part-time program designed for individuals who have already earned a master's degree (40+ credits) in counseling who wish to earn school counseling certification in NY State. This includes master's degrees in school counseling, mental health counseling, community agency counseling, rehabilitation counseling, and

college counseling/college student development, as well as older general counseling degrees. It does not include master's degrees in any area of psychology, social work, human development, or human services without a counseling specialization. Certification regulations are very specific in requiring a master's degree in counseling.

The CAS is a 21-credit graduate program consisting of four 3-credit classroom-based courses and three 3-credit field placement courses. All courses and field placement requirements are designed to meet the defined training requirements for the initial and professional school counseling credentials in NY State. As an approved program, individuals who successfully earn the CAS have completed the educational requirements that make them eligible for initial and professional certification in school counseling. In addition to the educational requirements for certification, if a student enters the program without already possessing initial certification in school counseling, they are required to pass the NY State school counseling CST exam. Three years of work experience as a certified pupil personnel services provider (school counselor, school psychologist, or school social worker) are also required to earn professional certification in school counseling.

School counselors must have a critical body of knowledge and set of skills in order to help students function effectively in school and throughout their lives. To achieve this goal, the program requires that students who enter the program have successfully completed a master's degree in counseling that includes the following foundation areas: human growth and development; social and cultural foundations; the nature of helping relationships; group theory and group process; family counseling skills; career and lifestyle development; appraisal, research and program evaluation; ethics, professional standards, and credentialing; and professional issues.

The CAS program then supplements these basic foundations with coursework specific to the school counseling setting. Finally, each student is required to complete a 700-hour field placement experience consisting of practicum (100 hours) and internship (600 hours) to ensure that students are able to apply the skills and knowledge they have learned, as well as meet the NYS regulations for certification in school counseling. As of February 2023, at least 300 hours of the field experience must be completed in an elementary or middle school (K-8th grade) setting and at least 300 hours must be completed in a high school (9th-12th grade) setting.

## Course Requirements and Sequence

### Semester 1

Course Code	Title	Credits
COUN 604	Foundations in School Counseling	3
COUN 657	Practicum in School Counseling I	3
<b>Sub-Total Credits</b>		<b>6</b>

### Semester 2

#### Mandated Summer Residency Course

*All students must take a component of the SCHO CAS program on the main campus to satisfy the NYSED Residency requirement. Students in the AUNY SCHO CAS program must take COUN 694: Counseling Residency to meet this requirement.*

Course Code	Title	Credits
COUN 694	CAS in Mental Health Counseling Residency	0

### Semester 3

Course Code	Title	Credits
COUN 616	Mental Health Exceptionality and Disability	3
COUN 668	Internship in School Counseling I	3
COUN 681	College Counseling and Advising	3

<b>Sub-Total Credits</b>	<b>9</b>
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## Semester 4

Course Code	Title	Credits
COUN 649	Evidence-Based Interventions in Schools	3
COUN 670	Internship in School Counseling II	3-12
<b>Sub-Total Credits</b>		<b>6-15</b>
<b>Total Credits</b>		<b>21</b>

## School Counseling MEd/CAS

Find information about the School of Graduate and Continuing Studies' AUNY Off-Campus Programs [here](#).

### Overview

Alfred University's graduate program in counseling prepares individuals for counseling positions in elementary, middle, and high schools, colleges and universities.

Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling. We (the faculty) strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

The Alfred University school counseling program focuses on developing a broad set of helping skills that are applicable to any school setting in which counselors work. Students develop these skills both in and out of the classroom. Students spend a minimum of 100 days (700 clock hours) in a school setting over 3 semesters. Coursework in the program offers practice in a range of counseling skills and the functions of school counselors, while the field experiences provide the student with practical applications in school counseling. Recent practicum/internship sites include public and private elementary, middle, and high schools, charter schools, after-school programs, Young Adult Borough Centers (YABC), and Saturday school programs.

At the completion of the program, students will be recommended for initial certification in school counseling and have fulfilled the training requirements for professional certification. They will be eligible to apply for professional certification after completing the equivalent of three years of full time employment as a school counselor.

### Course Requirements

#### Required Courses for MSED

Course Code	Title	Credits
COUN 602	The Professional and Ethical Foundations of Counseling	3
COUN 605	Career Development and Life Planning	3
COUN 636	Principles of Counseling	3
COUN 642	Multi-Cultural Counseling	3
COUN 604	Foundations in School Counseling	3
COUN 639	Group Counseling	3
COUN 638	Advanced Counseling Theory and Practice	3
COUN 657	Practicum in School Counseling I	3

COUN 681	College Counseling and Advising	3
COUN 626	Assessment in Counseling	3
COUN 606	Human Development: The Lifespan	3
COUN 668	Internship in School Counseling I	3
COUN 671	Research and Statistics	3
COUN 616	Mental Health Exceptionality and Disability	3
COUN 670	Internship in School Counseling II	3-12
<b>Sub-Total Credits</b>		<b>45-54</b>

### Take one of the following

Course Code	Title	Credits
COUN 652	Techniques of Family Therapy	3
COUN 641	Counseling Special Populations	3
<b>Sub-Total Credits</b>		<b>3</b>

### Courses Required for Certificate

Course Code	Title	Credits
COUN 649	Evidence-Based Interventions in Schools	3
COUN 619	Program Development and Grantsmanship	3
<b>Sub-Total Credits</b>		<b>6</b>

### Take Two of the Following

Course Code	Title	Credits
COUN 646	Consultation and Prevention	3
COUN 682	Career Counseling in the 21st Century	3
COUN 683	Foundations of Elementary School Counseling	3
COUN 695	Topics in Counseling	3
<b>Sub-Total Credits</b>		<b>6</b>

<b>Total Credits</b>		<b>60-69</b>
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## School Counseling MEd/CAS Course Sequence

Find information about the School of Graduate and Continuing Studies' On-Campus Programs [here](#).

### Curriculum

The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program consists of 60 credit hours of coursework and supervised practicum/internship experiences in schools leading to a Master of Science in Education and a Certificate of Advanced Study. Students specializing in school counseling will receive provisional certification as a New York State school counselor upon completion of the program, and have all coursework completed for permanent certification requirements.

The program admits students for the fall semester, and full-time students are continuously enrolled for two academic years. The degree can also be completed on a part-time basis. Satisfactory performance and development during the first two semesters as well as the satisfactory completion of a qualifying examination is a requirement for continuation in the program.

The course sequence for students in each of the tracks follows:

### School Counseling Course Sequence (Full-time)

#### First Year Courses

##### Fall Semester

Course Code	Title	Credits
COUN 602	The Professional and Ethical Foundations of Counseling	3
COUN 605	Career Development and Life Planning	3
COUN 606	Human Development: The Lifespan	3
COUN 636	Principles of Counseling	3
COUN 642	Multi-Cultural Counseling	3
EDUC 621	Child Abuse Identification and Reporting Workshop	0
<b>Sub-Total Credits</b>		<b>15</b>

##### Spring Semester

Course Code	Title	Credits
COUN 604	Foundations in School Counseling	3
COUN 616	Mental Health Exceptionality and Disability	3
COUN 638	Advanced Counseling Theory and Practice	3
COUN 639	Group Counseling	3
COUN 657	Practicum in School Counseling I	3
EDUC 620	School Violence Prevention and Intervention Workshop (SAVE)	0
EDUC 622	Dignity for All Students Workshop (DASA)	0
<b>Sub-Total Credits</b>		<b>15</b>

##### Summer Session I

Course Code	Title	Credits
COUN 671	Research and Statistics	3
<b>Sub-Total Credits</b>		<b>3</b>

##### Summer Session II

Course Code	Title	Credits
COUN 619	Program Development and Grantsmanship	3
<b>Sub-Total Credits</b>		<b>3</b>

## Second Year Courses

### Fall Semester

Course Code	Title	Credits
COUN 626	Assessment in Counseling	3
COUN 646	Consultation and Prevention	3
COUN 652	Techniques of Family Therapy	3
COUN 668	Internship in School Counseling I	3
<b>Sub-Total Credits</b>		<b>12</b>

### Spring Semester

Course Code	Title	Credits
COUN 649	Evidence-Based Interventions in Schools	3
COUN 670	Internship in School Counseling II	3-12
COUN 681	College Counseling and Advising	3
<b>Sub-Total Credits</b>		<b>9-18</b>

## School Counseling Course Sequence (Part-time)

## First Year Courses

### Fall Semester

Course Code	Title	Credits
COUN 602	The Professional and Ethical Foundations of Counseling	3
COUN 606	Human Development: The Lifespan	3
COUN 636	Principles of Counseling	3
EDUC 621	Child Abuse Identification and Reporting Workshop	0
<b>Sub-Total Credits</b>		<b>9</b>

### Spring Semester

Course Code	Title	Credits
COUN 616	Mental Health Exceptionality and Disability	3
COUN 638	Advanced Counseling Theory and Practice	3
COUN 639	Group Counseling	3
<b>Sub-Total Credits</b>		<b>9</b>

### Summer Session I

Course Code	Title	Credits
COUN 671	Research and Statistics	3
<b>Sub-Total Credits</b>		<b>3</b>

**Summer Session II**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 619	Program Development and Grantsmanship	3
<b>Sub-Total Credits</b>		<b>3</b>

**Second Year Courses****Fall Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 605	Career Development and Life Planning	3
COUN 626	Assessment in Counseling	3
COUN 642	Multi-Cultural Counseling	3
<b>Sub-Total Credits</b>		<b>9</b>

**Spring Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 604	Foundations in School Counseling	3
COUN 657	Practicum in School Counseling I	3
COUN 681	College Counseling and Advising	3
EDUC 620	School Violence Prevention and Intervention Workshop (SAVE)	0
EDUC 622	Dignity for All Students Workshop (DASA)	0
<b>Sub-Total Credits</b>		<b>9</b>

**Third Year Courses****Fall Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 646	Consultation and Prevention	3
COUN 652	Techniques of Family Therapy	3
COUN 668	Internship in School Counseling I	3
<b>Sub-Total Credits</b>		<b>9</b>

**Spring Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
COUN 649	Evidence-Based Interventions in Schools	3
COUN 670	Internship in School Counseling II	3-12
<b>Sub-Total Credits</b>		<b>6-15</b>

<b>Total Credits</b>		<b>60</b>
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# School Psychology MA/CAS

Find information about the School of Graduate and Continuing Studies' On-Campus Programs [here](#).

## Curriculum

The program of study emphasizes a base of training in school psychology with special concern for the application of psychological knowledge in a variety of settings.

Training in the following competency areas is provided: knowledge base in psychology and education; assessment; direct and indirect intervention; program development and evaluation; family systems; and professional role and functioning.

Students participate in supervised fieldwork experiences and practicum from the first semester on. Students gain experience in local public schools as well as in the on-campus Child and Family Services Center. The culminating experience consists of a full-time, supervised year-long internship in a school setting (18 credits of internship in total are required). Students are paid a stipend by the public school in which they intern, which can be used towards tuition for that year.

Satisfactory performance and skill development during the first two semesters, as well as success on a qualifying examination, are required for admission to the third semester of the program.

The following courses are required for all students in the M.A./C.A.S Program:

## Year 1

### Fall Semester

Course Code	Title	Credits
PSYC 601	Foundations of Cultural Diversity	1
PSYC 603	Foundations of School Psychology	3
PSYC 607	Learning and Cognition	3
PSYC 626	Psychological and Educational Measurements	2
PSYC 627	Norm-Referenced Testing I	3
PSYC 636	Foundations of Interpersonal Effectiveness	3
PSYC 637	Introduction to Group Dynamics	1
PSYC 656	Field Experience in School Psychology I	1
<b>Sub-Total Credits</b>		<b>17</b>

### Spring Semester

Course Code	Title	Credits
PSYC 606	Advanced Developmental Psychology	3
PSYC 629	Social-Emotional Assessment	3
PSYC 632	Norm-Referenced Testing II	3
PSYC 638	Psychotherapy and Behavior Change	3
PSYC 639	Exceptionality in Learning and Behavior	3
PSYC 657	Field Experience in School Psychology II	1
<b>Sub-Total Credits</b>		<b>16</b>

**Year 2****Fall Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PSYC 628	Academic Functioning	3
PSYC 646	Consultation and Prevention	3
PSYC 658	Clinic Practicum I	3
PSYC 671	Statistical Analysis and Research Design I	3
PSYC 695	Professional Practice Seminar	3
<b>Sub-Total Credits</b>		<b>15</b>

**Spring Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PSYC 609	Physical Bases of Behavior	3
PSYC 642	Clinical Seminar: Advanced Topics in School Psychology	3
PSYC 651	Academic Interventions	2
PSYC 652	Behavioral Assessment and Intervention	3
PSYC 659	Clinic Practicum II	3
PSYC 664	Practicum in Academic Interventions	1
<b>Sub-Total Credits</b>		<b>15</b>

**Year 3****Fall Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
<b>PSYC 667 or PSYC 669</b>		<b>3-9</b>
PSYC 667	Internship in School Psychology I	3-9
PSYC 669	Pre-doctoral Internship I	3-9
<b>Sub-Total Credits</b>		<b>3-9</b>

**Spring Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
<b>PSYC 668 or PSYC 670</b>		<b>3-9</b>
PSYC 668	Internship in School Psychology II	3-9
PSYC 670	Pre-doctoral Internship II	3-9
<b>Sub-Total Credits</b>		<b>3-9</b>

**Undergraduate Preparation for the M.A./C.A.S., and Psy.D. Programs**

The student must present evidence of competence in the following subject areas:

1. Introduction to psychology

2. Statistical and/or experimental methods
3. At least one of the following:
  - Developmental psychology (e.g., child and adolescent psychology)
  - Personality
  - Abnormal psychology

Students who have not taken these courses, but who are acceptable candidates otherwise, may make arrangements upon approval of the School Psychology Committee to satisfy these requirements via coursework or independent study in the summer preceding admission. Other courses, such as tests and measurements,

learning or educational psychology are looked upon favorably. Practical experiences in psychology or education as well as any other relevant experiences are seen as valuable preparation. Once a student has been accepted into the program, due consideration will be given to graduate work done at other accredited institutions and some transfer of credits may be permitted. The Graduate School allows no more than six semester credit hours of graduate work, or 20% of coursework, whichever is greater, to be transferred into a master's degree program. Such credits must be in courses which were clearly at the graduate level with grade B or better, and which duplicate coursework in Alfred University's School Psychology Program.

### Admission

Students applying to the School Psychology Program must submit the following documents directly to the Graduate Admissions Office:

- a completed application form
- three (3) letters of recommendation
- official transcripts of all undergraduate and graduate coursework
- Graduate Record Examination (GRE) General Test is optional for admission
- a personal statement of objectives
- a statement of research interest (Psy.D. only)

Admission to the M.A./C.A.S. School Psychology Program is limited to 12 students each year, and four students for the Psy.D. program. The deadline for applications to the Doctor of Psychology (Psy.D.) program in School Psychology is January 15. Review of applications for the M.A./C.A.S. program in School Psychology will begin on February 1. Late applications will be considered if places in the class still exist for qualified applicants. Early application is strongly encouraged.

### Interview

An on-campus interview is expected of each applicant for admission to the program, but warranted exceptions may be made. Correspondence about the program should be addressed to:

Jeremy Grant, Division of School Psychology  
1 Saxon Drive, Alfred, NY 14802  
Telephone: 607-871-2212

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**Total Credits**

**81**

## School Psychology PsyD

Find information about the School of Graduate and Continuing Studies' On-Campus Programs [here](#).

### Curriculum

A total of 122 credit hours are needed to complete the program. A minimum of 92 credits of coursework beyond the baccalaureate degree must be completed, in addition to one year of internship (18 credits) and a minimum of 12 credits of dissertation.

As specified by University regulations, all work for the degree must be completed within 7 years from the date of the start of the program. Every student must fulfill a residency requirement, which requires the student to be registered for courses as a full-time student for two consecutive semesters. Thus, this is a four-year program at the minimum, with three years of coursework (including approximately 800 hours of supervised practical experiences), at least one year of full-time residency, and then a year-long full-time supervised internship (18 credits of internship in total are required). The content of the coursework is a balance of scientific bases, research experiences, and academic and professional applied psychology.

Nine credits of electives are required and may be fulfilled by courses or advanced practicum experiences. All students must pass master's level written comprehensive examinations, engage in a research apprenticeship, pass a doctoral qualifying examination and complete and defend their written dissertation.

### Sample Sequence of Courses for a Full-Time Student's Program

This sample program shows the case of a student who completes the degree in four years as planned. Many students require additional time to complete their dissertation.

## Year 1

### Fall Semester

Course Code	Title	Credits
PSYC 601	Foundations of Cultural Diversity	1
PSYC 603	Foundations of School Psychology	3
PSYC 607	Learning and Cognition	3
PSYC 626	Psychological and Educational Measurements	2
PSYC 627	Norm-Referenced Testing I	3
PSYC 636	Foundations of Interpersonal Effectiveness	3
PSYC 637	Introduction to Group Dynamics	1
PSYC 656	Field Experience in School Psychology I	1
<b>Sub-Total Credits</b>		<b>17</b>

### Spring Semester

Course Code	Title	Credits
PSYC 606	Advanced Developmental Psychology	3
PSYC 629	Social-Emotional Assessment	3
PSYC 632	Norm-Referenced Testing II	3
PSYC 638	Psychotherapy and Behavior Change	3
PSYC 639	Exceptionality in Learning and Behavior	3
PSYC 657	Field Experience in School Psychology II	1
<b>Sub-Total Credits</b>		<b>16</b>

## Year 2

### Fall Semester

Course Code	Title	Credits
PSYC 628	Academic Functioning	3

PSYC 646	Consultation and Prevention	3
PSYC 658	Clinic Practicum I	3
PSYC 671	Statistical Analysis and Research Design I	3
PSYC 695	Professional Practice Seminar	3
PSYC 602	Seminar in Cultural Diversity	2
<b>Sub-Total Credits</b>		<b>17</b>

**Spring Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PSYC 609	Physical Bases of Behavior	3
PSYC 642	Clinical Seminar: Advanced Topics in School Psychology	3
PSYC 651	Academic Interventions	2
PSYC 652	Behavioral Assessment and Intervention	3
PSYC 659	Clinic Practicum II	3
PSYC 664	Practicum in Academic Interventions	1
PSYC 672	Statistical Analysis and Research Design II	3
<b>Sub-Total Credits</b>		<b>18</b>

**Year 3****Fall Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PSYC 673	Statistical Analysis and Research Design III	3
PSYC 674	Research in School Psychology	3
PSYC 692	Supervision and Administration of Psychological Services	3
PSYC 699	Dissertation	1-12
<b>PsyD Electives</b>		<b>3</b>
<b>Sub-Total Credits</b>		<b>13-24</b>

**Spring Semester**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PSYC 608	Social Psychology and Behavior	3
PSYC 611	History and Systems of Psychology	3
PSYC 699	Dissertation	1-12
<b>PsyD Electives</b>		<b>3</b>
<b>PsyD Electives</b>		<b>3</b>
<b>Sub-Total Credits</b>		<b>13-24</b>

**Year 4****Fall Semester**

Course Code	Title	Credits
PSYC 669	Pre-doctoral Internship I	3-9
<b>Sub-Total Credits</b>		<b>3-9</b>

### Spring Semester

Course Code	Title	Credits
PSYC 670	Pre-doctoral Internship II	3-9
<b>Sub-Total Credits</b>		<b>3-9</b>

## Undergraduate Preparation for the M.A./C.A.S., and Psy.D. Programs

The student must present evidence of competence in the following subject areas:

1. Introduction to psychology
2. Statistical and/or experimental methods
3. At least one of the following:
  - Developmental psychology (e.g., child and adolescent psychology)
  - Personality
  - Abnormal psychology

Students who have not taken these courses, but who are acceptable candidates otherwise, may make arrangements upon approval of the School Psychology Committee to satisfy these requirements via coursework or independent study in the summer preceding admission. Other courses, such as tests and measurements, learning or educational psychology are looked upon favorably. Practical experiences in psychology or education as well as any other relevant experiences are seen as valuable preparation.

Up to 6 graduate credits may be transferred to the master's degree. Students who enter the doctoral program with prior graduate training relevant to the field of school psychology (including a prior master's degree in school psychology) must complete  $\frac{1}{2}$  of their credits for doctoral coursework at Alfred University. This means that no more than 45 of the 90 credits of coursework can be transferred towards the doctoral degree.

### Admission

Students applying to the School Psychology Program must submit the following documents directly to the Graduate Admissions Office:

- a completed application form
- three (3) letters of recommendation
- official transcripts of all undergraduate and graduate coursework
- Graduate Record Examination (GRE) test is optional for admission
- a personal statement of objectives
- a statement of research interest (Psy.D. only)

Admission to the M.A./C.A.S. School Psychology Program is limited to 12 students each year, and four students for the Psy.D. program. The deadline for applications to the Doctor of Psychology (Psy.D.) program in School Psychology is January 15.

Review of applications for the M.A./C.A.S. program in School Psychology will begin on February 1. Late applications will be considered if places in the class still exist for qualified applicants. Early application is strongly encouraged.

### Interview

An on-campus interview is expected of each applicant for admission to the program, but warranted exceptions may be made. Correspondence about the program should be addressed to:

Jeremy Grant, Division of School Psychology  
1 Saxon Drive, Alfred, NY 14802  
Telephone: 607-871-2212

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**Total Credits****122**

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## Education

### Inclusive and Special Education (All Grades) MSED

Find information about the School of Graduate and Continuing Studies' Off-Campus Programs [here](#).

#### Overview

The Division of Education offers a program in the teaching of students with disabilities leading to the Master of Science in Education (MSEd) based in Corning, NY. The graduate program in Inclusive & Special Education is designed to prepare teachers of students with disabilities as consultants, program coordinators, specialists, and classroom teachers (all grades). The program's emphasis is placed on the practical application of current curriculum approaches and strategies, materials, methodologies, development, assessment, techniques, evaluation, and professional responsibilities of the inclusive special education teacher. Upon completion of the program, the student is expected to demonstrate a thorough knowledge of inclusive and anti-ableist assessment, curriculum, and instruction. This is a professional certification program for teachers who have met New York State's content core requirement in the liberal arts and sciences.

#### Mission and Objectives

The Education Division at Alfred University is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Alfred University collects and analyzes evidence of the following claims and cross-cutting themes as a means of continual improvement.

#### The Alfred University Division of Education Claims

1. Graduates of our programs learn and understand the subject matter they are certified to teach.
2. Graduates of our programs learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of all learners.
3. Graduates of our programs act on their knowledge in a caring and professional manner that leads to achievement for all learners.

#### III Cross-cutting dimensions integrated throughout the program

- Learning how to learn
- Multicultural perspectives and understanding
- Technology

#### Purpose of the Degree

The graduate program in inclusive special education is designed to prepare master teachers of students with disabilities as consultants, program coordinators, specialists, and classroom teachers (all grades). The program's emphasis is placed on the practical application of current curriculum approaches and strategies, materials, methodologies, adolescent development, assessment, techniques, evaluation, and professional responsibilities of the inclusive special education teacher. Upon completion

of the program, the student is expected to demonstrate a thorough knowledge of differentiated, universally designed, and individually adapted assessment, curriculum, instruction, and behavior support for all students, particularly students with disabilities.

### Admission to the Inclusive & Special Education Program

Prior to entering the Inclusive & Special Education Program, applicants must meet all requirements for current New York State classroom teacher certification. Applicants must provide evidence of teacher certification, official undergraduate transcripts and letters of recommendation as required in the graduate application process.

### GPA Requirement

All graduate students admitted to Alfred University must maintain a grade point average of 3.00 or higher. In addition, to be eligible for certification in New York, students in this program should have no grade below "B" in core pedagogical courses.

### Certification

The degree in Inclusive & Special Education meets the criteria for, and may be used in partial fulfillment of, the requirements for permanent and professional certification in New York. Additionally, students completing the Inclusive & Special Education Program fulfill the requirements for certification in Teaching Students with Disabilities (All Grades).

### Faculty

The faculty members in the teacher education programs are active researchers dedicated to excellence in training and practice. With expertise in inclusive education, disabilities, literacy learning, development of critical thinking skills, and teaching with technology, education faculty are active in professional associations and scholarship. Successfully funded external grants have centered on inclusive education and case study teaching approaches.

## Required Courses

Course Code	Title	Credits
SPED 541	Inclusion and Students with Autism	3
SPED 542	Collaboration and Advocacy with Schools and Families	3
SPED 556	Introduction to Inclusive Schooling and Development	3
SPED 557	Inclusive Curriculum & Instruction for Special Educators (all grades)	3
SPED 564	Environmental Design and Humanistic Supports	3
SPED 570	Special Education Practicum (all grades)	3
SPED 671	Assessing and Evaluating Students with Disabilities	3
EDUC 570	Literacy Seminar & Field Experience	3-6
EDUC 695	Master's Research	3
<b>Sub-Total Credits</b>		<b>27-30</b>

## Elective Courses

Select two of the following:

Course Code	Title	Credits
EDUC 503	Competency in the Teaching of Literacy	3
EDUC 604	Diagnostic and Remedial Techniques in Literacy	3
EDUC 505	Literacy in the Content Areas	3
EDUC 613	Literature for Children and Adolescents	3

EDUC 600	Special Topics in Education	3
SPED 600	Topics in Special Education	3
SPED 559	Multimodal Lit-Inclusv Classrm	3
<b>Sub-Total Credits</b>		<b>6</b>

## Mandated Courses

Course Code	Title	Credits
EDUC 620	School Violence Prevention and Intervention Workshop (SAVE)	0
EDUC 622	Dignity for All Students Workshop (DASA)	0

<b>Total Credits</b>		<b>33</b>
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## Literacy (All Grades) MEd

Find information about the School of Graduate and Continuing Studies' Off-Campus Programs [here](#).

### Overview

The Division of Education offers a program in the teaching of literacy leading to the Master of Science in Education (M.S.Ed.) based in Corning, NY. The graduate program in literacy is designed to prepare master teachers of literacy as consultants, program coordinators, specialists and classroom teachers (All Grades). The program is aligned with the International Literacy Association's Standards for Literacy Professionals with regard to foundational knowledge, curriculum and instruction, assessment and evaluation, diversity and equity, learners and the learning environment, and professional learning and leadership. Emphasis is placed on practical application of literacy instruction and intervention for students in pre-kindergarten through grade 12.

### Mission and Objectives

The Education Division at Alfred University is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Alfred University collects and analyzes evidence of the following claims and cross-cutting themes as a means of continual improvement.

### The Alfred University Division of Education Claims

1. Graduates of our programs learn and understand the subject matter they are certified to teach.
2. Graduates of our programs learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of all learners.
3. Graduates of our programs act on their knowledge in a caring and professional manner that leads to achievement for all learners.

### Cross-cutting dimensions integrated throughout the program

- Learning how to learn
- Multicultural perspectives and understanding
- Technology

Graduates of the Literacy program have completed the academic requirements for professional certification in all teaching areas (including Early Childhood/ Childhood, Art, and Middle and Adolescent subjects) regardless of the subject area of their initial certification.

### Purpose of the Degree

The graduate program in literacy is designed to prepare master teachers of literacy as consultants, program coordinators, specialists and classroom teachers (All Grades). The program's emphasis is placed on the practical application of current reading approaches and strategies, materials, methodologies, goal assessment, techniques, evaluation, and professional responsibilities of the literacy teacher. Upon completion of the program, the student is expected to demonstrate a thorough knowledge of both developmental and remedial literacy (All Grades).

### Admission to the Literacy Program

Prior to entering the Literacy Program, applicants must meet all requirements for current New York State classroom teacher certification. Applicants must provide evidence of teacher certification, official undergraduate transcripts and letters of recommendation as required in the graduate application process.

### GPA Requirement

All graduate students admitted to Alfred University must maintain a grade point average of 3.00 or higher. In addition, to be eligible for certification in New York, students in this program should have no grade below "B" in core pedagogical courses.

### Certification

The degree in Literacy meets the criteria for, and may be used in partial fulfillment of, the requirements for permanent and professional certification in New York. Additionally, students completing the Literacy Program fulfill the requirements for certification in Literacy (All Grades).

### Faculty

The faculty members in the teacher education programs are active researchers dedicated to excellence in training and practice. With expertise in inclusive education, disabilities, literacy learning, development of critical thinking skills, and teaching with technology, education faculty are active in professional associations and scholarship. Successfully funded external grants have centered on inclusive education and case study teaching approaches.

## Required Courses

Course Code	Title	Credits
EDUC 503	Competency in the Teaching of Literacy	3
EDUC 505	Literacy in the Content Areas	3
EDUC 570	Literacy Seminar & Field Experience	3-6
EDUC 604	Diagnostic and Remedial Techniques in Literacy	3
EDUC 613	Literature for Children and Adolescents	3
EDUC 695	Master's Research	3
SPED 556	Introduction to Inclusive Schooling and Development	3
SPED 564	Environmental Design and Humanistic Supports	3
<b>Sub-Total Credits</b>		<b>24-27</b>

## Elective Courses

Select one of the following:

Course Code	Title	Credits
EDUC 600	Special Topics in Education	3
SPED 600	Topics in Special Education	3
SPED 559	Multimodal Lit-Inclusv Classrm	3

SPED 645	Teaching Students with Learning Disabilities	3
SPED 671	Assessing and Evaluating Students with Disabilities	3
<b>Sub-Total Credits</b>		<b>3</b>
<b>Total Credits</b>		<b>30</b>

## Health and Human Performance

The Sports and Health Science major is designed to create a well-rounded experience for students interested in the broad field of healthcare, dealing specifically with physically active or athletic populations. It includes specialized courses targeting the injury care and management aspects of sports, health science, and performance enhancement. The program will allow students to gain a quality, tangible education in a growing field and learn practical skills. Their observations of work in the field will reinforce their knowledge and skills and provide a competitive advantage for employment or graduate program admissions.

The major serves as a pre-professional course of study for professions which include, but are not limited to, the following: athletic trainer, physical therapist, occupational therapist, physician assistant, worksite injury intervention specialist, orthopedic physician extender, EMT, massage therapist, performance enhancement specialist, chiropractor, and medical sales representative.

The Sports and Health Science major offers five concentration tracks that are designed to provide evidence-based knowledge and practical skill sets required for various healthcare professions. The interdisciplinary design of the concentration areas allows students to meet required pre-requisite courses to enroll in specialized and advanced allied healthcare graduate programs. The program design additionally allows flexibility for students to pursue other areas of interest (academic minors or double majors), or to allow program completion in three years (transfers or ACEX students).

The pre-professional concentration areas ([Rehabilitation Sciences](#), [Pre-Athletic Training](#), and [Pre-Physician Assistant](#)) allow students to complete the most common admissions requirements for graduate programs in a 300-mile radius from Alfred. The [General](#) and [Performance Enhancement](#) concentrations prepare students for a range of employment opportunities.

## Care Management CAS

Find information about the School of Graduate and Continuing Studies' AUNY Off-Campus Programs [here](#).

### Overview

The Certificate of Advanced Study in Care Management is designed to respond directly to the needs of the healthcare system transformation and healthcare reform. Care managers are required to possess knowledge and skills in behavioral health and chronic health issues in order to articulate, coordinate, and manage patients with multiple care needs.

The CAS in Care Management incorporates the knowledge and skills requirements established by the National Academy of Certified Care Managers.

### Course Requirements and Sequence

#### Semester 1

Course Code	Title	Credits
COUN 602	The Professional and Ethical Foundations of Counseling	3
COUN 636	Principles of Counseling	3
<b>Sub-Total Credits</b>		<b>6</b>

**Semester 2**

Course Code	Title	Credits
COUN 603	Foundations of Mental Health Counseling	3
COUN 695	Topics in Counseling	3
GERO 606	Health Care Delivery Systems for Older Adults	3
<b>Sub-Total Credits</b>		<b>9</b>
<b>Total Credits</b>		<b>15</b>

**Public Administration****Public Administration MPA**

Find information about the School of Graduate and Continuing Studies' AUNY Off-Campus Programs [here](#).

**Overview**

The MPA program is designed for those interested in management, administration, and the design and implementation of services in public, nonprofit, and community- based agencies. Interest areas include law enforcement, probation, youth corrections, community planning and development, programs for the aging, housing, public health, hospital administration, city and county administration, welfare services, social counseling and other municipal and social services.

The program fulfills the graduate educational requirements for working professionals who wish to advance their careers, and for pre-service students who wish to enter the government and non-profit sectors. The program focuses on public policy issues, organizational behaviors and development, budget formation and management, and on utilizing effective management techniques and decision-making skills in the delivery of goods and services by non-profit and public organizations.

**Program Process**

The MPA program is designed to be a part-time program for working adults. All classes meet for full days on weekends, with each course consisting of five class sessions. Students become part of a group that meets on Saturdays or Sundays and remains together for the duration of the program.

Core courses relate to the needs of those intending to serve in administrative and managerial roles.

Students who follow the prescribed course sequence can expect to complete the program in 15 months, including one summer of academic work.

**Course Requirements and Sequence****Semester 1**

Course Code	Title	Credits
PUAD 510	Principles of Public Administration	3
PUAD 528	Public Sector Budgeting and Accounting	3
PUAD 571	Public Administration and Agency Management	3
PUAD 597	Capstone I	1
<b>Sub-Total Credits</b>		<b>10</b>

**Semester 2**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PUAD 537	Foundations of Non-Profit Management	3
PUAD 535	Contemporary Issues in Health Care Management	3
PUAD 545	Legal and Regulatory Issues in Non-Profit Management	3
PUAD 598	Capstone II	1
<b>Sub-Total Credits</b>		<b>10</b>

**Semester 3**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PUAD 561	Organizational Processes	3
PUAD 581	Human Resources Administration	3
<b>Sub-Total Credits</b>		<b>6</b>

**Mandated Summer Residency Course:**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PUAD 541	Development and Grantsmanship	3
<b>Sub-Total Credits</b>		<b>3</b>

**Semester 4**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
PUAD 596	Special Topics in Public Administration	3
PUAD 531	Political Environment of Public and Community Services	3
PUAD 599	Capstone III	1
<b>Sub-Total Credits</b>		<b>7</b>

<b>Total Credits</b>		<b>36</b>
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# Kazuo Inamori School of Engineering

## Overview

The faculty in the Inamori School of Engineering is well known for its contributions to various fields of science and engineering. They direct sponsored research projects, supervise undergraduate and graduate research theses, contribute to the science and engineering literature, and participate in professional engineering societies.

The School actively promotes the collaborations of its student and faculty with other science and engineering professionals. Students participate in internships and on-campus research projects sponsored by industrial organizations, national laboratories, and government agencies. Graduate students and faculty conduct experiments at national and international user facilities. Members of the faculty serve as visiting scientists and visiting professors at other research and education institutions. Research in the Kazuo Inamori School of Engineering ranges from basic science to applied engineering. In the materials programs, areas of specialization include atomistic and macro-mechanical modeling; solid-state chemistry; powder synthesis and characterization; nanomaterials and powders; ceramic processing, sintering and manufacturing; structural and high-temperature materials; electro-ceramics; electrochemical conversion; interfaces and composites; biomaterials; glass; optical materials; and materials characterization. In the Mechanical Engineering program, areas of specialization include heat transfer, mechanics of materials, and finite-element modeling, and renewable energy systems. In the Electrical Engineering program, areas of specialization include thin-film deposition, control systems, and renewable energy systems. More information about the specific activities and research interests of the faculty can be found on our Engineering Faculty/Staff Contact Page.

The Kazuo Inamori School of Engineering maintains an annual research budget of around \$5M. The research is sponsored by federal and state agencies, industrial organizations, philanthropic foundations, and the New York College of Ceramics. Monies received through these grants and contracts support the educational mission of the School.

Many undergraduate and graduate students work on sponsored projects, gaining experience as well as financial assistance.

Several focused research and educational centers reside within the School of Engineering. The Center for Advanced Ceramic Technology (CACT) – a joint enterprise among the University, government, and industry – facilitates research and development of high-technology materials in support of New York State economic development. The Center for High Temperature Characterization provides academic and industry researchers access to state-of-the-art facilities for characterizing and measuring the properties of materials at high temperatures and controlled environments.

## Graduate Programs in Engineering and Science

There are six engineering and science programs leading to the conferral of the Master of Science degree:

- [Biomaterials Engineering](#)
- [Ceramic Engineering](#)
- [Electrical Engineering](#)
- [Glass Science](#)
- [Materials Science and Engineering](#)
- [Mechanical Engineering](#)

## Doctor of Philosophy Degrees in Engineering and Science

The Inamori School of Engineering offers the Ph.D. in three fields:

- Ceramics
- Glass Science

- Materials Science & Engineering

# Programs

## Engineering

### Biomaterials Engineering MS

Find information about the Inamori School of Engineering [here](#).

#### Overview

Biomaterials Engineering (BME) at Alfred University is a highly interdisciplinary program that focuses on both the intrinsic properties of materials that are applied to the field of medicine, and the associated interaction between these biomaterials and the human physiological systems with which they must interact. Materials such as ceramics, glass, metals, polymers and composite materials are specifically tailored for implantation and integration into the human body, and are assuming greater importance in many areas of the medical field. These fields include but are not limited to design of novel implants, drug delivery devices, *in vivo* cancer therapy, substrates for cell culture and tissue engineering, catalysts for biological reaction, and improving the biocompatibility of implantable materials. Biomaterials are the most fundamental and important parameter when developing materials to serve a therapeutic function within the human body.

The BME program at Alfred University seeks to educate a unique group of biomaterials engineers whose focus is material interactions with living cells and tissues. The program is designed to attract students from diverse backgrounds such as materials engineering, biology, biotechnology, biomedical, and physical sciences who wish to study materials for medical applications.

The curriculum and thesis-based research focuses on: (a) an understanding of the interaction/interface between nonliving materials and biological systems via fabrication, characterization, and simulation; (b) the development of novel biomaterials, including biomimetic, bioactive, and combination systems that utilize both living and non-living components, (c) identification of new ways in which standard and novel biomaterials may be used in the analysis, diagnosis, and treatment of diseases and injuries; and (d) the development of standardized testing procedures for assessing and predicting materials behavior in the biological environment.

Students completing the program are well prepared to enter the rapidly growing “biotech” industries where knowledge of both materials and molecular cell biology is rare. They are also prepared to enter industries that develop and manufacture medical devices, equipment and supplies including the design and production of classic biomedical implants such as cardiovascular stents, orthopedic implants, and dental prosthetics. They will be qualified for a wide range of careers in the healthcare industries.

A significant fraction of students may continue their education in professional schools of medicine or law, or pursue Ph.D. studies in related fields such as Materials Science or Biomedical Engineering.

#### Prerequisites and Undergraduate Preparation

The program is open to students holding Bachelor of Science degrees in material science and engineering, biological, and physical sciences. Acceptance into the program is based on the applicant’s prior academic record, work experience, potential for growth, and the availability of space in the program. Admission may be contingent on taking foundational undergraduate courses to ensure success in the curriculum.

Ideally, applicants should present evidence of undergraduate-level competence in the following subject areas: 1) introductory cell biology, 2) organic chemistry, 3) thermal and mechanical properties of materials, and 4) single-variable calculus. Applicants without the required background will also be considered for admission, but may have to take pre-requisite courses before enrolling specific graduate classes.

#### Curriculum

The Master of Science in BME requires a minimum of thirty semester-hours of graduate credit, of which at least twenty-four must be in advanced coursework. Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable for publication to a peer-reviewed journal. The curriculum is designed to be completed in two years of full-time study.

## Course Requirements

Course Code	Title	Credits
CEMS 568	Biomedical Materials	3
<b>List A Technical Electives (Materials)</b>		<b>9</b>
CEMS 505	Defects and Defect-related Processes	3
CEMS 526	Surface Properties of Glass	3
CEMS 533	Statistical Experimental Design	3
CEMS 538	Material Surfaces and Thin Films	3
CEMS 543	Analytical Electron Microscopy	3
<b>List B Technical Electives (Molecular and Cell Biology)</b>		<b>11</b>
CEMS 560	Biology for Engineers	3
CEMS 564	Biochemistry: Proteins and Metabolism	4
CEMS 565	Biochemistry: Nucleic Acids	4
CEMS 566	Skeletal Tissue	3
ENGR 660	Research Seminar	1
CEMS 680	Graduate Thesis	2-15
ENGR 690	Graduate Seminar	0
<b>Sub-Total Credits</b>		<b>26-39</b>
<b>Total Credits</b>		<b>30</b>

## Ceramic Engineering MS

Find information about the Inamori School of Engineering [here](#).

### Overview

Ceramic Engineering is concerned with developing and manufacturing ceramic products, materials, and processes. Often characterized as "high temperature chemistry," ceramic engineering relies heavily on chemistry and physics of the solid state to measure and control the composition, structure, properties and performance of oxide and non-oxide materials. Processing, beginning with mining and raw material preparation, and including forming, drying, sintering, and quality assurance, lies at the heart of ceramic materials development and manufacture.

Ceramic materials are used in a wide range of extreme environments where their unique chemical, thermal, optical, electrical, magnetic, and mechanical properties lead to superior performance where other materials cannot survive.

Refractory ceramics provide the thermal envelope for the manufacture of metals and glasses, while magnetic ceramics power dozens of motors in aircraft, automotive and electrical appliances. Arguably, the "computer revolution" depends on the electrical and, more recently, the optical properties of ceramic materials, including glasses.

Ceramic products range from familiar products that we all use every day to very advanced products used in transportation, medicine, national defense, communications, and computing. Advanced ceramic products include glass fibers and active optical devices for communication, body armor for military and police, prosthetic devices for body part replacement, high temperature materials for current and next-generation air and spacecraft and electrically and electrochemically active materials used in energy conversion and energy storage.

The M.S. Ceramic Engineering program at Alfred University seeks to provide students with practical, hands-on learning that is founded on the science of the solid state.

Students gain experience using state-of-the-art processing, characterization, and property measurement equipment and instrumentation as tools aimed at solving real-world ceramic materials problems, often with industrial partners and mentors.

While it is true that many of our M.S. Ceramic Engineering graduates go on to pursue Ph.D. and other advanced professional degrees, our program is primarily designed for the student who recognizes that study beyond an engineering B.S. degree will be of great benefit to employment and success in the ceramics industries.

Graduates of the M.S. Ceramic Engineering program are well prepared for careers in the full range of ceramics industries, but thesis research will have focused attention and provided depth in a subset of opportunities of special interest to the student.

Some graduates of the program continue their education by pursuing doctoral degrees in Ceramics and related technical fields, or in a broad range of professional degrees, including medicine, law, and business.

### Prerequisites and Undergraduate Preparation

The program is open to qualified students holding Bachelor of Science degrees in an ABET accredited engineering program. Acceptance into the program is based on the applicant's prior academic record, work experience, potential for growth, and the availability of space in the program. Ideally, applicants should present evidence of undergraduate-level competence in the following subject areas: 1) glass science, 2) ceramic processing, 3) thermal and mechanical properties of materials, and 4) electrical and optical properties of materials. Applicants without the required background will also be considered for admission, but may have to take pre-requisite courses before enrolling specific graduate classes.

### Curriculum

The Master of Science in Ceramic Engineering requires a minimum of thirty semester-hours of graduate credit of which at least fifteen must be in advanced coursework.

The degree also requires a minimum of fourteen hours of thesis credit and a one-credit research seminar, which is taken during the first semester of graduate enrollment.

Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript to a peer-reviewed journal. The curriculum is designed to be completed in two years of full-time study.

### Course Requirements

Course Code	Title	Credits
CEMS 510	Advanced Ceramic Processing	3
CEMS 680	Graduate Thesis	2-15
<b>Characterization Elective</b>		<b>3</b>
CEMS 537	Characterization of Glass and Ceramic Surfaces	3
CEMS 543	Analytical Electron Microscopy	3
CEMS 545	Characterization in Materials Science and Engineering	3
<b>Technical Electives</b>		<b>9</b>
ENGR 660	Research Seminar	1

ENGR 690	Graduate Seminar	0
<b>Sub-Total Credits</b>		<b>18-31</b>

ENGR 690: mandatory each semester

<b>Total Credits</b>	<b>30</b>
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## Electrical Engineering MS

Find information about the Inamori School of Engineering [here](#).

### Overview

Electrical Engineering covers everything from power generation, transmission, distribution and utilization to microchip circuit design, control systems, communications systems, computer design, lasers, etc.

Electrical engineering covers computers, controls, communication, power, and electronic materials. Graduates of the M.S. in E.E. program will pursue Ph.D., J.D., and M.D. degrees, or will enter the job market in the areas of electrical engineering, general engineering, management, research and development, teaching or other related professions.

The mission of the Electrical Engineering Graduate Program is to provide excellent learning opportunities for individual graduate students in our specialized areas, with a required research thesis or design project. At Alfred University, the Master of Science degree in Electrical Engineering seeks to enable student to specialize in the following areas:

- Control systems
- Computer systems and software
- Optoelectronic and solid-state devices
- Power systems and machinery
- Electromagnetic waves & high voltage devices
- Renewable Energy Systems

Graduates of the program are well prepared to work in research and development, technical sales, product design, manufacturing, or management, just to name a few.

### Prerequisites and Undergraduate Preparation

The program is designed for individuals with a Bachelor of degree from an approved institution in a field of engineering or physics. Students with degrees from non-accredited engineering programs will also be considered for admission, but may have to take one or more course prerequisites prior to enrolling in specific graduate credit courses. Acceptance is based on the candidate's prior academic record, work experience, potential for growth, and the availability of space in the program.

### Curriculum

The M.S. degree in Electrical Engineering requires a minimum of 30 semester hours of graduate credit, of which at least 5 classes must be in advanced course work. The selected elective courses must form a coherent plan of in-depth study and should be selected in consultation with the student's advisor/thesis committee. A thesis or project is required of each candidate of the program. Candidates enrolled in full-time studies are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable to a peer-reviewed journal. Candidates enrolled in part-time study are required to complete an engineering project, representing three semester-hours of credit, and to submit a written technical report.

For full-time students, the degree requirements must be completed within three years of first enrolling as a graduate student at AU. For part-time students, this time limit is extended to six years.

**Course Requirements (Thesis Option)**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
	<b>Technical Electives</b>	<b>12-20</b>
	<b>Math Elective</b>	<b>4</b>
CEMS 506	Advanced Engineering Mathematics	3
	<b>Graduate Thesis (ELEC 680)</b>	<b>6-14</b>
ELEC 680	Graduate Thesis	2-15
ENGR 690	Graduate Seminar	0
	<b>Sub-Total Credits</b>	<b>30</b>

ENGR 690: mandatory each semester

**Course Requirements (Project Option)**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
	<b>Technical Electives</b>	<b>23</b>
	<b>Math Elective</b>	<b>4</b>
CEMS 506	Advanced Engineering Mathematics	3
ELEC 699	Master's Project	3
	<b>Sub-Total Credits</b>	<b>30</b>

	<b>Total Credits</b>	<b>30</b>
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**Glass Science MS**

Find information about the Inamori School of Engineering [here](#).

**Overview**

Glass Science (GS) involves the study of non-crystalline materials, which may be inorganic, organic, or metallic in nature. Glass scientists and engineers at the M.S. degree level are employed in positions ranging from research to development to plant operations. Many M.S. degree recipients quickly enter into management positions.

Glass science can be divided into the fields of consumer products, which includes flat and container glass, fiberglass, specialty glasses, which include display glasses, optical fibers, photonic materials, glasses for electronic applications, biological applications of glasses, glasses for the isolation of radioactive waste materials, space technology, homeland security, and a host of other, continually evolving applications in the areas of advanced technology.

The Master of Science in Glass Science at Alfred University seeks to produce graduates who can immediately enter positions throughout industry and government laboratories or continue to a Ph.D. in glass, materials science, or biomaterials. Students seeking a terminal M.S. degree should have a strong interest in the application of science to solving problems.

This program emphasizes “hands-on” studies with a research experience through the thesis project. This approach provides a level of confidence in our graduates which is reflected in their ability to move into industrial positions with minimal adjustment time.

A terminal M.S. degree is particularly suited for those who desire an industrial position, with rapid advancement into managerial ranks, or for those with the desire to work in development facilities. Our graduates are also well prepared to continue to a Ph.D. in glass, materials science, or biomaterials. Graduates of the program are well prepared for careers ranging from research and development to general plant operations.

Our graduates are employed at Corning, Inc., Owens-Corning, IBM, Naval Research Laboratory, the U.S. Patent Office, and a wide range of other facilities ranging from major corporations to national laboratories to small high technology companies at the cutting edge of materials technology. A significant number of our graduates continue their education by pursuing doctoral degrees in Glass and related fields, with many recent Ph.D. students particularly interested in optical and biological applications of glass.

### Prerequisites and Undergraduate Preparation

The program is open to qualified students holding B.S. degrees in chemistry, physics, biology, and engineering programs in materials, ceramics, glass, polymers, or biomaterials. It is also possible for graduates in other engineering programs, e.g. EE, to qualify for admission. Ideally, applicants should present evidence of undergraduate-level competence in chemistry, physics, and math through differential equations, with some experience with materials science, including the mechanical, thermal, and electrical behavior of solids. Some knowledge of the structure of solids is also desirable. Applicants without the required background will also be considered for admission, but may have to take prerequisite courses before enrolling in specific graduate classes.

Acceptance is based on the candidate's prior academic record, work experience, potential for growth, and the availability of space in the program.

### Curriculum

The Master of Science in Glass Science requires a minimum of thirty semester-hours of graduate credit of which at least fifteen must be in advanced coursework. The degree also requires a minimum of fourteen hours of thesis credit and a one-credit research seminar, which is taken during the first semester of graduate enrollment.

Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript to a peer-reviewed journal. The curriculum is designed to be completed in three semesters of full-time study.

### Course Requirements

Course Code	Title	Credits
<b>Glass Electives</b>		<b>6</b>
CEMS 508	Physics of Glass	4
CEMS 520	Optics and Photonics	3
CEMS 524	Mass Transport in Glasses and Melts	3
CEMS 525	Advanced Optical Behavior of Glasses	3
CEMS 526	Surface Properties of Glass	3
CEMS 537	Characterization of Glass and Ceramic Surfaces	3
CEMS 544	Structure and Characterization of Glasses	3
CEMS 553	Mechanical Properties of Glasses and Ceramics	3
<b>Characterization Elective</b>		<b>3</b>
CEMS 537	Characterization of Glass and Ceramic Surfaces	3
CEMS 543	Analytical Electron Microscopy	3
CEMS 545	Characterization in Materials Science and Engineering	3
<b>Technical Electives</b>		<b>6</b>
ENGR 660	Research Seminar	1

ENGR 690	Graduate Seminar	0
CEMS 680	Graduate Thesis	2-15
<b>Sub-Total Credits</b>		<b>18-31</b>

ENGR 690: mandatory each semester

<b>Total Credits</b>	<b>30</b>
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## Materials Science and Engineering MS

Find information about the Inamori School of Engineering [here](#).

### Overview

Material Science and Engineering (MSE) is concerned with the interrelationship among the structure, processing, properties, performance, and applications of materials, which includes ceramics, metals, polymers, and composites. MSE is an interdisciplinary field that combines aspects of chemistry, physics, mathematics, and engineering. Materials engineers provide “enabling technologies” for a wide range of industries including

electronics, automotive, aerospace, medical, and more traditional manufacturing industries. Today, material science and engineering professionals are involved in developing improved fuel cells and hydrogen-storage devices for efficient energy production, designing lightweight and reliable materials for advanced aircraft and space vehicles, developing high temperature materials and coatings for turbine applications, and devising sensors for detecting pathogens. Materials science and engineering also lies at the center of the nanotechnology revolution.

The Master of Science degree program in MSE at Alfred University seeks to provide students with a solid foundation in the fundamentals of material science while allowing them the flexibility to pursue advanced studies a focused area of their interest. A student in the MSE program can use their choices of technical electives and thesis research topic to obtain a broad general materials background; or the student can specialize in a specific materials field (e.g. metals, ceramics, polymers, or composites processing) or a specific area of analysis and characterization (e.g. mechanical properties of materials, electrical properties of materials, X-ray analysis, spectroscopy, or electron microscopy).

Graduates of the program are well prepared for careers in industrial research and development, industrial process engineering, and research at national labs. Some graduates of the program continue their education by pursuing doctoral degrees in MSE and related fields. Others pursue professional degrees in business, law, and medicine.

### Prerequisites and Undergraduate Preparation

The program is open to qualified students with Bachelor of Science degrees in engineering and the physical sciences. Students with a degree in another science or engineering field may have to take prerequisite undergraduate materials science and engineering courses before enrolling in specific graduate classes.

Applicants without the required background will also be considered for admission, but acceptance is based on the candidate's prior academic record, work experience, potential for growth, and the availability of space in the program.

### Curriculum

The Master of Science in Materials Science and Engineering (MS-MSE) requires a minimum of thirty semester-hours of graduate credit of which at least fifteen must be in advanced coursework.

The degree also requires a minimum of fourteen hours of thesis credit and a one-credit research seminar, which is taken during the first semester of graduate enrollment.

Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript to a peer-reviewed journal. The curriculum is designed to be completed in three semesters of full-time study although students with other engineering or science backgrounds may require four semesters.

## Course Requirements

Course Code	Title	Credits
	<b>CEMS 501 or 503</b>	<b>3</b>
CEMS 501	Solid State Physics	3
CEMS 503	Thermodynamics of Materials	3
CEMS 545	Characterization in Materials Science and Engineering	3
	<b>Technical Electives</b>	<b>9</b>
ENGR 660	Research Seminar	1
	<b>Graduate Thesis</b>	<b>2-15</b>
ENGR 690	Graduate Seminar	0
	<b>Sub-Total Credits</b>	<b>30</b>

ENGR 690: mandatory each semester

	<b>Total Credits</b>	<b>30</b>
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## Mechanical Engineering MS

Find information about the Inamori School of Engineering [here](#).

### Overview

Mechanical Engineering (ME) is one of the largest, broadest and oldest engineering disciplines. Mechanical engineers use the principles of energy, materials and mechanics to design and manufacture machines and devices of all kinds. Mechanical engineers also create the processes and systems that drive technology and industry. Mechanical engineers are often called the 'general practitioners' of engineering because of the broad scope of their education and the diversity of their professional opportunities. Due to its breadth, mechanical engineering is generally linked to the economy; job prospects are relatively immune to isolated economic events.

The field of ME is notable for emphasizing versatility. A mechanical engineering education is an excellent foundation for work in other fields. Versatility is an asset in a world that is undergoing constant economic, political, industrial and social change. Mechanical engineers are positioned, not only to adopt, but also to define and direct change.

The mission of the Mechanical Engineering program is to provide a superior student-centered engineering education within a small university environment. Our dedicated faculty places the highest value on the teaching-learning process, while also being active in professional, technical and scholarly activities. Graduates of our program will understand the social and ethical implications of their engineering decisions, and be prepared to excel in the engineering profession.

### Prerequisites and Undergraduate Preparation

The program is designed for individuals with a Bachelor of Science degree from an ABET-accredited program in Mechanical Engineering. Students with bachelor's degrees in other engineering fields and the physical sciences or with degrees from non-accredited engineering programs will also be considered for admission.

Those admitted may have to take one or more course prerequisites prior to enrolling in specific graduate credit courses. Acceptance is based on the individual's prior academic achievements and work experience, and upon the availability of space in the program.

### Curriculum

The program leading to the M.S. degree in Mechanical Engineering requires a minimum of thirty semester hours of graduate credit, of which at least twenty-four must be in advanced course work. The selected elective courses must form a coherent plan of in- depth study and should be selected in consultation with the student's advisor/thesis committee. Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable for publication in a peer- reviewed journal.

For full-time students, the degree requirements must be completed within three years of first enrolling as a graduate student at AU. For part-time students, this time limit is extended to six years.

### Course Requirements (Thesis Option)

Course Code	Title	Credits
	<b>Technical Electives</b>	<b>24</b>
	<b>Graduate Thesis (MECH 680)</b>	<b>6-15</b>
MECH 680	Graduate Thesis	2-15
ENGR 690	Graduate Seminar	0
	<b>Sub-Total Credits</b>	<b>30</b>

ENGR 690: mandatory each semester

### Course Requirements (Project Option)

Course Code	Title	Credits
	<b>Technical Electives</b>	<b>24-27</b>
	<b>Master's Project</b>	<b>3-6</b>
MECH 699	Master's Project	3
	<b>Sub-Total Credits</b>	<b>30</b>
	<b>Total Credits</b>	<b>30</b>

## Engineering Science PhD

### Doctor of Philosophy Degrees in Engineering and Science

#### Programs in Ceramics, Glass Science, or Materials Science & Engineering

Find Information about the Inamori School of Engineering [here](#).

### Overview

The Ph.D. programs are open to qualified students holding Bachelor of Science and Master of Science degrees in the fields of science and engineering. Acceptance into the program is based the applicant's prior academic record, previous work experience, potential for growth, and the availability of space in the program. Students will be required to undergo a qualifying process to officially be a PhD candidate.

The Ph.D. degrees require ninety credit hours beyond the requirements for the baccalaureate degree. Of these, a minimum of thirty-three credit hours must be in regular course work; the remainder may be earned as thesis credits. There is also a two-year residency requirement.

## Core Courses

All three programs require the following four core courses within the first year of enrollment:

Course Code	Title	Credits
CEMS 503	Thermodynamics of Materials	3
CEMS 504	Kinetics and Non-equilibrium Processes in Material	3
CEMS 501	Solid State Physics	3
CEMS 545	Characterization in Materials Science and Engineering	3
<b>Sub-Total Credits</b>		<b>12</b>

## Seminars

All three programs also require successful completion of ENGR 660 - Research Seminar during the first semester, and attendance of ENGR 690 - Graduate Seminar during each semester in residence at Alfred University.

Course Code	Title	Credits
ENGR 660	Research Seminar	1
ENGR 690	Graduate Seminar	0
<b>Sub-Total Credits</b>		<b>1</b>

## Technical Electives

PhD candidates are also required to take two technical electives (min 6 credits) in consultation with their advisor and committee. These may include:

Course Code	Title	Credits
CEMS 502	Quantum Mechanics I	3
CEMS 505	Defects and Defect-related Processes	3
CEMS 506	Advanced Engineering Mathematics	3
<b>Sub-Total Credits</b>		<b>6</b>

Students enrolled in the Ph.D. programs must pass a qualifying exam, usually within three semesters of their enrollment. The qualifying exam consists of a research proposal of a topic of research followed by an oral examination, led by the Qualifying Exam Committee.

Candidates for the degree must write, present and successfully defend a doctoral thesis based on independent and original research conducted by the student. Prior to displaying the thesis, candidates for the Ph.D. degree must present a minimum of three accepted peer-reviewed publications. Thirty credit hours in thesis work must be a recorded part of each student's program, and as many as fifty credit hours may be included, but the accumulation of these credits does not in itself imply the satisfaction of the requirement. The thesis must be acceptable for publication.

During the first semester, the student will select, with the approval of the Dean of Engineering, a faculty member of the School of Engineering to be his/her advisor. The advisor will then select at least three more members of the faculty, with due consideration

of the specific research interest of the student, to form the Advisory Committee. This Committee will guide the student in course selections, thesis research, preparation for qualifying and final oral examinations, and, in general, care for the student's academic well-being. The student must report progress made and meet with the Committee every semester until completion of thesis.

**Total Credits**

**90**

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# Courses

## ART 500: Special Topics in Art

Topics and issues not covered in other courses are explored. Topics vary from one term to another.

Credits	1-4
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## ART 501: Studio Elective

Required for all MFA graduate students. The studio elective gives students an opportunity to work in media that they are unfamiliar with or that might be incorporated into their studio work. Students must work in a media and studio outside their primary discipline. Any exceptions must be made in consultation with the appropriate advisor. Enrollment is by permission of the studio faculty.

Credits	1-6
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## ART 522: Advanced Sculpture/Dimensional Studies

This is the primary component of individually directed/generated studio research during the first year of graduate studies in the program. The focus of the graduate student's critical inquiry is done in consultation with the specific division's faculty who are responsible for either the concentration in Sculpture or Glass Art.

Credits	1-8
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## ART 523: Work and Analysis

This course functions as the primary forum for group dialogue among MFA students in Electronic Integrated Arts. Regular group critiques of student work occur during class; allowing for the development of understanding of how work is produced and the ability to contribute insight to others. Narrative; symbolic; personal; cultural and poetic implications are addressed. In addition to dialogue relative to students' work; questions pertinent to contemporary art practice are discussed weekly. This discussion includes debates on contemporary artists and current philosophical approaches to image making both critical and aesthetic. The goal is to provide the student with a strengthened sense of context from which to proceed as an artist.

Credits	4
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## ART 524: Electronic Strategies (Non time based)

Required of first year graduate students working in Electronic Integrated Arts. This course is designed to help create a context in which to ask questions about the nature of dynamic media relative to the making of contemporary printed images. Students will work with moving and still images using combinations of digital processes; including: video capture; digital drawing; electronic still cameras; scanning and image processing. Participants will investigate the making of large format digital images as ways to understanding how ideas about print media are expanding. The course will focus on the impact of digital print media and how it functions to construct the visual languages of contemporary art making. Experimentation with applications that cross media will be extensively explored. These media may include: drawing; painting; photography; bookmaking; video; multimedia and Internet interfaces. The studio comprises a state of the art Macintosh lab with scanning; video editing and grabbing capabilities and Internet interfaces. Printing capabilities include film recording; image setting; and a large variety of digital color printing devices including wide format digital printing.

Credits	2
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## ART 525: Advanced Electronic Arts

Required each semester for graduate students working in Electronic Integrated Arts. Each graduate student will register with Electronic Integrated Arts faculty on an independent study basis. This course is an opportunity for self-generated studio work. During the third and fourth semesters the primary emphasis of this course will be thesis preparation.

Credits	1-8
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**ART 526: Electronic Strategies (Time based)**

Required of first year graduate students working in Electronic Integrated Arts; this course provides both a technical and theoretical foundation for the production of time-based works in the integrated video and sound studios. Experimentation with application that crosses media is extensively explored. Through demonstrations; critiques and lab work students gain a thorough understanding of the technical process as well as insights and expertise into the physical integration of traditional media with new technologies. Emphasis is placed on the making of artwork through the use of electronic integrated media. The course also includes presentations; class discussions and readings designed to create a critical dialogue. Areas of theoretical concern include historical and contemporary perspectives on imaging and sound technologies.

<b>Credits</b>	2
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**ART 529: Studio Practice**

This seminar is a forum for the graduate students in the Sculpture/Dimensional Studies program to engage in discussions and group critiques. Through a series of weekly meetings all of the students in both Glass Art and Sculpture come together to form a community of creative enquiry; to consider relevant contemporary art issues and support each other's art practice.

<b>Credits</b>	2
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**ART 535: Interactive Media Studio**

Develop responsive environments and generative systems that visualize; sonify; animate/motorize events; onsite or online. Use computer vision and physical sensors for media projections; 3D stereographics; moving mechanical assemblies. Make your own software and physical interfaces for performances and installations.

<b>Credits</b>	2
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**ART 540: Graduate Painting**

The focus of this course is self-generated studio work and research during the first year of graduate study. This is the main studio-based interaction between student and faculty advisor. Students work under the guidance of individual faculty studio advisors; with midterm and final reviews by Division of Drawing; Painting; and Photography faculty and Dusseldorf faculty.

<b>Credits</b>	1-8
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**ART 542: Graduate Painting Critique and Discussion**

This course is a platform for peer critique and discussion on contemporary art issues. Students read and discuss pertinent texts and participate in critiques. The course may also include meetings with visiting artists and field trips to museums and galleries.

<b>Credits</b>	4
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**ART 544: Professional Practices**

This course takes place during the Dusseldorf semesters and focuses on cultural exposure; first hand interaction with art world professionals; and related workshops and discussions on current professional practices. Students gain a global perspective of the art world by interacting with visiting artists and lecturers through individual studio visits; group discussion; and museum and gallery field trips.

<b>Credits</b>	4
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**ART 550: Independent Study**

Designed for graduate students to work with faculty outside of the School of Art & Design. Enrollment is by permission of the faculty and with approval of the respective Division Chair. A written Plan of Study is required.

<b>Credits</b>	1-4
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**ART 552: Advanced Ceramics**

This is the primary component of the first year of ceramic art graduate studies. The focus is on individually directed studio research in consultation with the faculty. Studio work is evaluated at the midterm and final reviews by the entire faculty. Students work individually with a different faculty advisor each semester.

<b>Credits</b>	1-8
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**ART 560: Ceramic Graduate Seminar**

This seminar is required for first year; second semester graduate students in Ceramic Art. It is a faculty structured; student generated; and research discussion group course focusing on the history of contemporary ceramic art; mid 19th century to the present. It is intentionally founded on principles of artist studio practice rather than on academic art history methodologies.

<b>Credits</b>	2
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**ART 580: Alfred Summer Ceramics**

This summer course offers 4-weeks of comprehensive ceramic art experience. Students can enroll in the 4-week open studio intensive or two consecutive 2-week sessions. Students work independently with faculty oversight and guidance from Graduate Teaching Assistants. Individual work space is provided with wheels; tables and other basic equipment. Personal Development is emphasized. (This course may be taken twice for credit.)

<b>Credits</b>	4
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**ART 582: Ceramic Materials I: Claybodies and Glazes**

This course covers the fundamentals of body and glaze development focusing on ceramic raw materials and their role in forming and firing for functional ware and sculpture bodies. Glaze formulations are also discussed; including glaze chemistry; texture; and causes of common defects.

<b>Credits</b>	2
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**ART 583: Ceramic Materials II: Problem Solving for Artists**

This is an open forum discussion-based course that builds on [ART 582](#)-Ceramic Materials I and stresses the application of ideas and concepts to solve studio problems. Students are expected to participate in the discussion; to bring examples of problems; and share the results of experiments to rectify those problems. Prerequisite: [ART 582](#).

<b>Credits</b>	2
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<b>Prerequisites</b>	<a href="#">ART 582</a>
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**ART 584: Introduction to Kiln Procedures and Construction**

The focus of this lab/lecture course is the operation; maintenance and design of ceramic art based kilns. Discourses include: kiln theory; combustion; fuels; refractory materials; basic electrical theory and construction. Students design their own kiln using blueprints; calculations for heat input and a material source list.

<b>Credits</b>	4
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<b>Corequisites</b>	<a href="#">ART 584L</a>
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**ART 584L: Lab-Kiln Procedures/Const**

<b>Credits</b>	0
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<b>Corequisites</b>	<a href="#">ART 584</a>
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**ART 587: Tools/Strategies: Digital Design/Fabrication**

This course will introduce CAD software and related applications for design and fabrication in multiple materials. Fluidity between digital technologies and existing studio techniques will be stressed. This elective course can benefit students at all levels.

<b>Credits</b>	2-3
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<b>Corequisites</b>	<a href="#">ART 587L</a>
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**ART 587L: Lab-Intro 3D Mod/Rapid Proto**

<b>Credits</b>	0
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<b>Corequisites</b>	<a href="#">ART 587</a>
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**ART 590: Methods of Digital Output**

This course compliments [ART 587](#)-Intro to 3D modeling and Rapid Prototyping; allowing the student to acquire a practical application for 3D modeling through use of CAD (SolidWorks; Rhino); CAM (Delcam for SolidWorks; RhinoCam and Mastercam); and reverse engineering software (Rapidworks; Scanstudio). Students learn technical competency in contemporary technology for 3D fabrication. May be repeated one time for credit (up to a total of 4 credit hours).

<b>Credits</b>	2
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<b>Corequisites</b>	<a href="#">ART 590L</a>
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**ART 590L: Lab-Methods of Digital Output**

<b>Credits</b>	0
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<b>Corequisites</b>	<a href="#">ART 590</a>
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**ART 599: Glaze Effects and Color**

This course examines the nature and properties of materials that create special effects and color in glazes; with an intensive approach to the study and analysis of glazes. When taught as an online hybrid in a Fall or Spring semester; the course combines online instruction with a required on-campus laboratory component (ART 599L). There is no on-campus lab component when taught as an online course in Allen Term or Summer Term. May be repeated one time for credit (a total of 8 credit hours).

<b>Credits</b>	<b>4</b>
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**ART 601: Studio Advising Support**

Provides graduate students an opportunity to work with faculty outside of their division. Enrollment is by permission of the faculty; based on space/time availability and with approval of respective Division Chair.

<b>Credits</b>	<b>1-8</b>
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**ART 660: First-Year Graduate Seminar**

This seminar brings together the students working in all four graduate programs to facilitate their participation in creating a framework for understanding the practice of art-making in relation to the contemporary; global and cultural terrain. Required for all first year MFA students.

<b>Credits</b>	<b>2</b>
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**ART 671: Written Thesis Preparation for Electronic Integrated Arts**

The studio work is supported by a written thesis report that includes a detailed statement about the work; a technical documentation of materials and processes used; and a DVD of thesis work. This documentation is archived in the Scholes Library. Additionally; the course is structured as a seminar with all second year EIA MFA students participating.

<b>Credits</b>	<b>4</b>
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**ART 672: Written Thesis Preparation**

The studio work is supported by a written thesis report that includes a detailed statement about the work; a technical documentation of materials and processes used; and 20 slides of the thesis work. This documentation is archived in the Scholes Library. Additionally; the course is structured as a seminar with all Ceramic Art and Sculpture/Dimensional Studies MFA students participating.

<b>Credits</b>	<b>2</b>
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**ART 674: Graduate Painting Written Thesis Preparation**

The studio work is supported by a written thesis report that includes a detailed statement about the work; a technical documentation of materials and processes used; and images of the thesis work. This documentation is archived in the Scholes Library. This course is structured as a seminar with all second year MFA Painting students participating.

<b>Credits</b>	<b>2</b>
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**ART 680: Thesis-Ceramic Art**

The ceramic art thesis is a body of work that is presented in a gallery exhibition at the end of the fourth semester of study. Students work with individual faculty studio advisors; with midterm and final reviews by the entire ceramic faculty. The faculty will choose a work from the exhibition for the Glory Hole Collection of the Schein-Joseph International Museum of Ceramic Art at Alfred.

<b>Credits</b>	<b>1-8</b>
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**ART 681: Thesis-Electronic Integrated Arts**

Required each semester for graduate students working in Electronic Integrated Arts. Each graduate student will register with Electronic Integrated Arts faculty on an independent study basis. This course is an opportunity for self-generated studio work. During the third and fourth semesters the primary emphasis of this course will be thesis preparation.

<b>Credits</b>	<b>1-8</b>
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**ART 682: Thesis-Sculpture/Dimensional Studies**

This course embodies the studio component of the written thesis. The focus is on the continuation of individually directed studio research in consultation with the faculty. A body of work is presented in a gallery exhibition at the end of the fourth semester of study.

<b>Credits</b>	<b>1-8</b>
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**ART 683: Graduate Painting Thesis**

The third and fourth semesters of the Painting MFA focus on the development of the thesis work. A body of work is presented in a thesis exhibition at the end of the fourth semester of study. Each student continues to work independently under the guidance of individual faculty studio advisors; with midterm and final reviews by Division of Drawing; Painting and Photography faculty and Dusseldorf faculty.

<b>Credits</b>	<b>1-8</b>
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**ARTH 500: Topics in Art History**

Topics vary from semester to semester.

<b>Credits</b>	<b>2-4</b>
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**ARTH 504: Global Arts: Contemporary Asia**

This course examines contemporary arts of Japan; China; North/South Korea; India; Pakistan; Tibet; and Vietnam; with a focus on emerging theories of global arts and diverse art practices; such as curating; viewing; and the making of Asian art today.

<b>Credits</b>	<b>4</b>
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**ARTH 505: South Asian Arts 15-20c: Mughals to Modern**

This course focuses on arts of the Mughal Empire to now; including architecture; painting; sculpture; courtly and popular arts; and photography. Students will consider how ancient forms of art and culture endure into the 21st century; examples include yoga; tantra; ceramics; metalwork; textiles and more.

<b>Credits</b>	<b>4</b>
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**ARTH 506: Arts of Japan**

This course is an introduction to Japanese visual arts; material culture; and architecture from prehistory to the present. Major monuments of Japan are analyzed according to their historical; social; and religious contexts. A field trip to study objects in the Johnson Museum Collection at Cornell University is part of the course.

<b>Credits</b>	<b>4</b>
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**ARTH 507: East Asian Design and Material Culture**

This course is a survey of ceramics; wood; metalwork; textiles and product design from the 15th century to the present in China; Korea and Japan. Emphasis is on aesthetics; production systems; social worlds and craft discourse. (Fall; odd years)

<b>Credits</b>	<b>4</b>
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<b>Semester Offered</b>	<b>Fall - Odd Years</b>
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**ARTH 508: Ceramics in Japan & Beyond**

A survey of Japanese ceramic objects and practice from prehistory to the present. Focus is on materials; techniques; aesthetics; and networks of makers; producers; and patrons. Also includes the study of Japanese influences on ceramics globally. (Spring).

<b>Credits</b>	<b>4</b>
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<b>Semester Offered</b>	<b>Spring</b>
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**ARTH 512: Nature & the Museum**

This course explores how nature has become a key component of the museological gaze. In an institutional context; we will examine the emergence of natural history museums; from early; private; curio cabinets to the full-fledged science centers of today. (Spring)

<b>Credits</b>	<b>4</b>
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<b>Semester Offered</b>	<b>Spring</b>
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**ARTH 515: The Persistence of Painting**

The seminar inquires about the conditions that make possible painting's persistence as a vital artistic medium and practice. Students develop an understanding of the conditions underlying the persistence of painting as a medium and practice by studying the approaches and strategies employed by both its participants and selected artists who have made significant contributions. It will help clarify some of the reasons for the privileged position that has presumably held in the ecology of art. (Fall)

<b>Credits</b>	4
<b>Semester Offered</b>	Fall

**ARTH 520: Islamic Art in the Mediterranean World**

This course traces the history of the art; architecture and culture of the Islamic world bordering the Mediterranean basin. Religious and secular works of art are examined in order to foster greater understanding and appreciation of Islamic visual culture and aesthetics.

<b>Credits</b>	4
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**ARTH 521: Greek and Roman Art and Architecture**

A study of art and architecture from ancient Greece and Rome. Among other issues; the course addresses changing attitudes of style; function; and patronage during this period and investigates the influence of social and religious belief. The study of Greek art emphasizes the development of stylistic periods. Roman art study focuses on individual historical periods of various emperors as reflected in the patronage.

<b>Credits</b>	4
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**ARTH 522: Medieval Art and Architecture**

This course explores medieval art--architecture; painting; sculpture and the decorative arts--through the study of subject matter and the major stylistic developments from the religious and secular spheres of medieval society. Other topics include patronage; artistic production; and workshop practices.

<b>Credits</b>	4
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**ARTH 524: Medieval Illuminated Manuscripts**

This course surveys the role and development of illuminated manuscripts—hand-written; painted books—in Western Europe beginning with the seventh century and ending in the fifteenth century with the invention of the printing press.

<b>Credits</b>	4
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**ARTH 526: Medieval Materiality**

This course explores how medieval art and architecture in Europe (ca. 500-1500) was shaped by the materials and techniques used to create it; and the status and working practices of its makers. Materials considered include: Ivory; parchment; was; clay; and glass. \*(Annually).

<b>Credits</b>	4
<b>Semester Offered</b>	Annually

**ARTH 530: From Revolt to Revolution - 18th Century Art in Europe**

This course will survey European art and architecture of the eighteenth century focusing on selected cultural centers. It will study developments in painting; sculpture; prints; ceramics and architecture in the context of the formation of major institutions responsible for the development of the modern concepts of art and artist toward the inception of the modern art world.

<b>Credits</b>	4
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**ARTH 531: Italian Renaissance Art and Architecture**

This course is an in-depth study of the major stylistic forms; directions and iconography in Italian Renaissance art and architecture (14th through 16th centuries). We explore the systems of art-making and patronage in the major urban and court centers.

<b>Credits</b>	4
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**ARTH 532: Northern Renaissance Art**

This course is an examination of Northern Renaissance art (France; Germany; the Netherlands and England) from the 1400s until about 1600. The period is marked by an increase in the materialism of religious faith; most notable observed in the extravagant artistic patronage by the royal courts and the Church.

<b>Credits</b>	4
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**ARTH 533: Baroque Art and Architecture**

This class is a survey of European art and architecture during the 17th century within cultural; religious; political and intellectual frameworks. Main themes include: the impact of the Counter Reformation on the visual arts; urban planning; art as propaganda; specialization of the art market; rise of art academies and art theory.

<b>Credits</b>	4
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**ARTH 539: History of Ceramic Art Craft and Design: Global Flows**

In this course we examine the history of ceramic art; craft and design according to its major global flows. Recent scholarship; primary texts; and the direct study of objects from the Alfred Ceramic Art Museum collection form the basis for discussion of the history of ceramics' aesthetic values; praxis; patronage; and cultural identities.

<b>Credits</b>	4
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**ARTH 542: Primitivism: A Western Perspective**

This course surveys the concept of the primitive in Western art from the Enlightenment to the present. Students explore the shifting nature of primitivism; examine the relationship between art and colonial expansion; and critique the formal and thematic appropriation of non-Western artifacts by European and American artists.

<b>Credits</b>	4
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**ARTH 543: Modern Art**

Encompassing the movements of Symbolism to Surrealism; this course covers the developments in modern art during the first half of the 20th Century. Students explore such themes as modernity; primitivism; and utopian theory as well as the stylistic developments and formal innovations of this period.

<b>Credits</b>	4
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**ARTH 544: In the Studio: Modern and Contemporary Painting**

This course investigates the facture of painting--the marking; process; and surface of work--through a series of case-studies from the late 19th century to the present. It is designed for graduate students enrolled in the Alfred-Dusseldorf MFA Program and advanced undergraduates.

<b>Credits</b>	4
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**ARTH 545: Understanding Culture through the Lens of World Cinema**

Through the lenses of various themes--youth; sexuality; class; religion; politics; revolution; time; and space--this course explores how different cultures throughout the world understand and communicate their cultural values through cinema.

<b>Credits</b>	4
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**ARTH 546: History of Modern Design**

The history of product and graphic design; focusing primarily on Europe and North America from the Industrial Revolution to the present. Particular emphasis will be placed on design in response to changes in society; politics; and technology.

<b>Credits</b>	4
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**ARTH 547: 1989 and After**

This course tracks the global turn in art history and within contemporary artistic practice since 1989 with a particular focus on social upheaval; political transformation; and diasporic identity.

<b>Credits</b>	4
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<b>Degree Attributes</b>	<b>AU: Global Perspective</b>
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**ARTH 550: Independent Study**

Designed for graduate students to work with Art History faculty on an independent study basis. A written Plan of Study is required.

<b>Credits</b>	1-4
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**ARTH 551: In of and around Contemporary Craft**

This course investigates the nature and place of craft in modern culture. We traverse a century of craft-based practices--from the artisan guilds of the Arts and Crafts Movement to the virtual guilds of today--focusing on recent strategies and practices

<b>Credits</b>	4
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**ARTH 552: Contemporary Projects in Art**

This interactive course focuses on and studies the projects of selected contemporary artists. These projects serve as platforms for investigating issues and problems related to various contemporary art forms and movements including; the embodiment of the viewer; play and reality; new technologies and consciousness; ironic modernism; and the critique of the post-medium condition.

<b>Credits</b>	4
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**ARTH 553: Global Hangover**

In the aftermath of WWII, the Cold War tried to divide the world into two camps in a binary opposition. This course will investigate the profound and global impact it has had on contemporary art, in and beyond the Eastern and Western blocks; and the long shadow it has cast that reaches into our day.

<b>Credits</b>	4
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**ARTH 554: Recent Sculptural Practices**

A series of recent projects exploring contemporary issues in sculpture is the focus of this class. We look at an international array of artists; including: Matthew Barney (United States); Robert Irwin (United States); Juan Munoz (Spain); Doris Salcedo (Colombia); Thomas Schutte (Germany); and Rachel Whiteread (Britain). The work of these artists is examined in the context of larger post-war debates.

<b>Credits</b>	4
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**ARTH 555: Picasso in Context**

This course offers an in-depth study of Picasso in relation to other modern artists and movements. Special attention is paid to the nature of style. Students conduct research on the development of abstraction in the early twentieth century.

<b>Credits</b>	4
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**ARTH 556: Modern Ceramics in Europe and North America**

Histories and theories of ceramic art; craft and design from the late 19th century to the present in Europe and North America, with a particular focus on the Arts and Crafts movement; Modernism and Postmodernism. Generally offered (Spring).

<b>Credits</b>	4
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**ARTH 560: Exploring Art History: Concepts Methods and Practices**

This writing-intensive seminar introduces students to research methods in art history and to a range of approaches of historical and current significance. Students identify art historical problems; formulate hypotheses; conduct research; read critically; build arguments; and present reports.

<b>Credits</b>	4
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**ARTH 561: Viewing Sculpture: Figurative Modernist Minimalist Performative**

A close examination of the nature of sculptural viewing over the past 200 years. Sculptural theory is considered alongside contemporary artistic practice; ranging from Antonio Canova's neoclassical figures to Janet Cardiff's audio walks. Primary sources will be used for class discussion; along with Potts' *The Sculptural Imagination*. In addition to thinking critically about the phenomenon of viewing; we will investigate the changing attitudes toward sculpture and the broadening definitions of three-dimensional work in the modern period.

<b>Credits</b>	4
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**ARTH 562: Making Writing**

This course examines the relationship between making and writing in contemporary art. We will read; dissect; and discuss a spectrum of recent texts by artists; critics; and literary authors. In addition to these class conversations; students will be asked to regularly write short exercises and engage in weekly critiques. Over the span of the semester; students will improve their writing and produce a finished professional text in the form of a critical essay or artist proposal. This is a course that is geared to upper-division and graduate-level students and encourages enrollment from across all media and disciplines; including craft practices and performing arts.

<b>Credits</b>	4
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**ARTH 566: Histories of Photography in the Non-Western World**

This seminar focuses on how photography and its modern modes of vision were disseminated and adapted around the globe since its 1839 invention in Europe. The course is designed as a research lab: students develop both a short written report and related visual project.

<b>Credits</b>	4
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**ARTH 567: Landscape Across Cultures**

This course takes a broad interpretation of “landscape” as the springboard for an examination of land; space; site; and place in the visual arts; across cultures; geographies; and time periods. We will view a wide variety of differing cultural understandings of landscape as a way of considering how we; as humans; inhabit; interpret; and impact our world. Generally offered once per year.

<b>Credits</b>	4
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**ARTH 573: Materiality in Experimental Film and Video Art**

This course traces the material nature of experimental film and video art; including handmade cinema; avant-garde film; computer art; algorithmic media; etc.

<b>Credits</b>	4
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**ARTH 582: Gender and Art History: Feminist Art in a Global Frame**

This course examines 20th and 21st century art and media that engage with feminist and gender issues in a global context. The first few weeks are spent reviewing a concise history of first- and second-wave feminist thought; particularly its relation to art and visual culture. Thereafter; selected contemporary art from all regions of the globe are covered.

<b>Credits</b>	4
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**ARTH 593: Art in the Age of Digital Recursion**

A round-table seminar based on extensive group discussions and in-depth research on recent innovations in technology and how that technology has impacted art production and theory.

<b>Credits</b>	4
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**ARTH 660: First Year Graduate Seminar**

Required for all first year MFA graduate students. This seminar brings together the students working in all three graduate programs to facilitate their participation in creating a framework for understanding the practice of art making in relation to the contemporary; global and cultural terrain.

<b>Credits</b>	2-4
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**CARE 602: Foundations of Care Management**

This course introduces students to the knowledge areas in patient care management. Topics include impact of interactions between support systems; impact of health status on behavior and emotions; HARP assessment; development of patient care plans; coordinating interdisciplinary teams; reimbursement through health and other insurance; budgeting and cost-benefit analysis; chronic health issues or disabilities; functioning in daily instrumental activities; services available to enhance functioning; and understanding housing options for individuals with chronic health and mental health issues.

<b>Credits</b>	3
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**CEMS 500: Special Topics**

The course covers advanced topics which are not ordinarily covered in detail in the general curriculum; but are either current areas of faculty research or areas of current or future industrial interest.

<b>Credits</b>	2-4
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<b>Corequisites</b>	<a href="#">CEMS 500L</a>
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**CEMS 500L: Special Topics-Laboratroy**

<b>Credits</b>	0
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<b>Corequisites</b>	<a href="#">CEMS 500</a>
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**CEMS 501: Solid State Physics**

This course discusses the microscopic origins of the physical properties of solids. The focus is on the atomic lattice and associated mechanical; thermal and dielectric properties; energy band structure; the electronic properties of metals; semiconductors and insulators; magnetic properties; optical properties; superconductivity; and the dielectric; ferroelectric and piezoelectric properties of insulators.

<b>Credits</b>	3
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**CEMS 502: Quantum Mechanics I**

This course presents Schrodinger's theory of quantum mechanics with applications to atomic systems. Includes origin of the quantum theory; wave-particle duality; approximation methods; and time-dependent problems. Emphasis is placed upon a thorough grounding in the concepts and techniques; which is then applied to diverse phenomena of importance to ceramics and to solid-state chemical physics.

<b>Credits</b>	<b>3</b>
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**CEMS 503: Thermodynamics of Materials**

This course seeks to advance the students' understanding of classical and statistical thermodynamics as applied to materials systems as well as to expand students' ability to solve advanced thermodynamic problems. This course will cover classical and statistical thermodynamics as related to solution theory; phase equilibria; phase transformations; surface thermodynamics; and defects.

<b>Credits</b>	<b>3</b>
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**CEMS 504: Kinetics and Non-equilibrium Processes in Material**

This course seeks to provide students with an advanced understanding of kinetics and non-equilibrium processes in materials. Topics will include the phenomenological and atomic theory of diffusion; kinetics of solid-state reactions; and diffusional and diffusionless phase transformations. Applications of the course materials to materials research problems will also be discussed.

<b>Credits</b>	<b>3</b>
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**CEMS 505: Defects and Defect-related Processes**

This course discusses the nature and behavior of defects (including point; line and planar; etc.) in ceramics. The relationship of defect properties to such basic processes as mass transport diffusion and conductivity is considered. The discussion will largely be at an atomistic level and will cover non-stoichiometry; and the role of impurities in phenomena such as grain-growth and sintering.

<b>Credits</b>	<b>3</b>
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**CEMS 506: Advanced Engineering Mathematics**

The classical partial differential equations of physics; the heat equation; the wave equation (vibrating strings and membranes); Laplace's equation. Includes orthogonal sets of functions; Fourier series; separation of variables; Sturm-Liouville problems boundary value problems and the Fourier integral.

<b>Credits</b>	<b>3</b>
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<b>Crosslisted</b>	<a href="#">MATH 401</a>
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**CEMS 507: Quantum Mechanics II**

Continuation of Quantum Mechanics I. Focuses on the applications of quantum mechanics postulates to real systems. Time independent perturbation theory is developed as are nonperturbative techniques such as variational theory. These ideas are applied to real atoms; molecules; metals; etc. Time dependent perturbation is also constructed and applied to electrodynamics. Non relativistic quantum electrodynamics is then applied to realistic systems. Prerequisite: [CEMS 502](#).

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">CEMS 502</a>
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<b>Crosslisted</b>	<a href="#">PHYS 402</a>
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**CEMS 508: Physics of Glass**

This class is a rigorous introduction to the physical principles and concepts behind glass. After developing the statistical mechanics required for the study of glass; the role of the structure function and the pair distribution function in determining the structure of glass is examined in detail. Several glass networks are selected as representative systems. Viscoelastic theory and relaxation behavior are studied as are the traditional methods for measuring the viscosity of glass forming systems. The thermodynamics of glass transition are examined using energy and enthalpy landscapes. Temperature dependent constraint theory is applied to several systems.

<b>Credits</b>	<b>4</b>
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**CEMS 510: Advanced Ceramic Processing**

This course provides a review of all relevant issues concerning the processing and sintering of advanced ceramic materials - discussing powder preparation and characterization; colloidal and sol-gel techniques; powder consolidation and forming; sintering theory and practice; and microstructure evolution. The course shows the importance of each step; and the critical interconnections among the steps; in the overall fabrication of ceramics; focuses on the formation of ceramics by firing consolidated powders; reveals which ceramic manufacturing methods are easier to employ and why; covers the properties of colloidal suspension; elucidates the liquid-phase sintering and vitrification; describes the role of solid solution additives in the sintering of ceramics; considers the densification of amorphous materials that can crystallize during firing; and more.

<b>Credits</b>	<b>3</b>
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**CEMS 511: Science of Whitewares**

The science and technology of whitewares (i.e. primarily stonewares and porcelains) covering mineralogy; raw material characterization; mixing; rheology and plasticity; forming processes; drying; firing; phase equilibria; thermal stress evolution; microstructural characterization; physical properties; and glazing. Special emphasis will be given to colloidal science and its application to clay materials; the impact of particle-particle interactions on suspension rheology; plasticity; and particle packing; and to the application of phase equilibria to the microstructural evolution in whiteware bodies.

<b>Credits</b>	<b>3</b>
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**CEMS 512: Colloids and Interfaces**

This course will develop a fundamental understanding in several areas of colloidal and interfacial chemistry that are important in the modern processing of fine ceramics; adsorption from solution; wetting; dispersion and stability of suspensions; sedimentation; osmosis effects; rheology; light scattering; emulsions; and gels; and how those principles apply to modern ceramic processing.

<b>Credits</b>	<b>3</b>
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**CEMS 520: Optics and Photonics**

The focus of this course is the foundations of linear optics leading to detailed exploration of electronic and vibrational processes in different materials and photonics. Advanced topics include femtosecond laser pulses and THz spectroscopy. Format consists of lectures and hands-on laboratory for research/measurements.

<b>Credits</b>	<b>3</b>
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**CEMS 524: Mass Transport in Glasses and Melts**

This course introduces the student to a wide variety of diffusion-controlled phenomena in solids and liquids. Solids covered include inorganic and organic glasses; glass-ceramic; ceramics; metals; and porous materials. Liquids covered include oxide and non-oxide glass forming melts; halides; and liquid metals. Both atomistic and mathematical approaches to diffusion processes will be emphasized. The course will include extensive discussion of measurement techniques and will deal with diffusion of both ionic and gaseous species. Diffusion under stress; thermal and electrical field gradients will be discussed in addition to diffusion under concentration of gradients.

<b>Credits</b>	<b>3</b>
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**CEMS 525: Advanced Optical Behavior of Glasses**

<b>Credits</b>	<b>3</b>
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**CEMS 526: Surface Properties of Glass**

The theoretical background necessary for the understanding; prediction and modification of surface properties is provided. Non-crystalline materials are stressed. The course includes use of thermodynamic principles to predict the general chemical and mechanical behavior of glass under a wide variety of environments. Mathematical models provide quantitative descriptions of the performance of these materials in various applications. Individual topics include chemical durability; mechanical properties including environmental effects; friction; wear; grinding and polishing; and surface modification processes such as ion-exchange and de-alkalization processes.

<b>Credits</b>	<b>3</b>
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**CEMS 527: Computational Physics**

Numerical Methods are an essential element of any modern physics curriculum. This course is concerned with developing the most frequently employed numerical methods for solving differential equations carrying out complex integrations. Special emphasis will be given to problems associated with quantum mechanics.

<b>Credits</b>	<b>3</b>
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**CEMS 528: Structure & Properties of Optical Glasses**

Advanced structure-property correlation of complex glass systems; especially for optical applications will be covered. A special focus are transition metal and rare earth element dopants and ligand field theory and optical spectroscopy.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">CEMS 322</a>
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**CEMS 529: Fundamentals of Electrochemistry**

This course will focus on the basic science of electrochemistry; the measurement methods; and data interpretation with a strong emphasis on redox chemistry; corrosion; electrode processes; kinetics; and applications like batteries and anti-corrosion coatings/additives.

<b>Credits</b>	<b>1</b>
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<b>Prerequisites</b>	<a href="#">CEMS 235</a> , <a href="#">CEMS 344</a> , <a href="#">CHEM 106 &amp; 106L</a> , <a href="#">MATH 151</a>
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**CEMS 530: Advanced Properties**

Physical and mathematic presentation of material properties and their relation to the symmetry of crystals; ceramics; glasses; and isotropic materials. Presentation of properties in both matrix and tensor forms. Properties include linear and non-linear equilibrium properties (e.g.; permittivity; stiffness; permeability; piezoelectricity; electro-optic and magneto-optic) and transport properties (e.g.; diffusivity; electrical conductivity). Inter-relationship of properties using Maxwell Relations and thermodynamics.

<b>Credits</b>	<b>3</b>
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**CEMS 531: Advanced Solid State Chemistry**

This course explores; in detail; the relationship between structure; stoichiometry; and properties of solid materials. The subject is approached through a thorough discussion of symmetry (both point and space groups) and crystal chemistry.

<b>Credits</b>	<b>3</b>
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**CEMS 532: Atomistic Computer Modeling of Materials**

<b>Credits</b>	<b>3</b>
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**CEMS 533: Statistical Experimental Design**

Following a review and extension of ANOVA and regression; experimental design is introduced as an extension of statistical methods. Various standard designs and their analysis are introduced and applied to research and quality control situations. Factorials; fractional factorials; response surface designs and mixture designs are covered. Statistical process control; control charts; and optimization are introduced. Computer methods will involve some standard packages such as SPSS; JMP; IMSL on the mainframe; or software packages on computers in the College micro-computer labs.

<b>Credits</b>	<b>3</b>
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**CEMS 537: Characterization of Glass and Ceramic Surfaces**

This course will give a practical overview of the theory; applications; and limitations of the leading means of characterizing glass and ceramic surfaces. Prerequisites: [CEMS 322](#) - Intro to Glass Science

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">CEMS 322</a>
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**CEMS 538: Material Surfaces and Thin Films**

This course focuses on the fundamental structure/properties; related processes; and characterization of material surfaces and thin films. Surface structure and processes will then be applied to examine practical aspects of thin film deposition; functionality; and characterization.

<b>Credits</b>	<b>3</b>
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**CEMS 543: Analytical Electron Microscopy**

This course covers the principles behind and practical uses of electron microscopy in materials research; including electron microscope-based analytical techniques. There is hands-on laboratory instruction in scanning electron microscope operation for ultimate application in students' thesis work.

<b>Credits</b>	<b>3</b>
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**CEMS 543L: Lab-Anyl Electron Microscopy**

<b>Credits</b>	<b>0</b>
<b>Corequisites</b>	<a href="#">CEMS 543</a>

**CEMS 544: Structure and Characterization of Glasses**

This course provides a general review of techniques for the characterization of glasses and glass-ceramics. Characterization is taken to include atomic and molecular composition and distribution (intrinsic and extrinsic species); morphology; phase (vitreous and crystalline) identity and concentration; thermal history; and properties which are commonly used to establish reproducibility of glass compositions. Techniques considered will include microscopy; x-ray analysis; spectroscopy; qualitative and quantitative chemical analysis; thermal analysis; surface analysis and profiling; and property measurements. Discussions include the principles behind each measurement; the equipment used; and the possible sources of error. Both qualitative and quantitative analysis are included wherever applicable.

<b>Credits</b>	<b>3</b>
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**CEMS 545: Characterization in Materials Science and Engineering**

The course will provide the student with detailed knowledge of the interactions of electromagnetic radiation with matter. Particle probes used in materials characterization will also be considered. A theoretical approach to understanding the mechanisms of interaction will provide the foundation for understanding any of the plethora of materials characterization techniques; including capabilities and limitations.

<b>Credits</b>	<b>3</b>
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**CEMS 550: Independent Study**

<b>Credits</b>	<b>1-6</b>
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**CEMS 553: Mechanical Properties of Glasses and Ceramics**

Fundamental concepts concerning mechanical behavior are introduced and discussed with respect to their application to glasses and ceramics. Emphasis is placed on strength and fracture mechanics; and how processing and temperature affect mechanical properties. Testing procedures; including non-destructive evaluation techniques; and problems associated with them are treated in detail. Part of the semester is devoted to a discussion of recent developments in the area of mechanical properties.

<b>Credits</b>	<b>3</b>
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**CEMS 560: Biology for Engineers**

This course focuses on aspects of human biology that are more directed towards engineering students needs for a career in the medical field. This course covers the principal aspects of cell biology; anatomy and physiology; infection and immunology; microbiology; pathology and restorative dentistry. Human systems and the associated biology will be discussed with respect to the prevalence in surgical treatment and repair. Students will learn to understand the complex systems in biology that are highly interconnected; and how these biological systems respond to changes on both short-term and long-term time scales

<b>Credits</b>	<b>3</b>
<b>Prerequisites</b>	<a href="#">BIOL 211</a>

**CEMS 562: Immunology**

In this course students learn what makes up the immune system; and how it works in keeping us healthy. We'll also look at some of the more complex issues surrounding the immune system such as vaccination; autoimmune disease and transplantation. Upon completion of the course students will be able to name and describe the cells and organs of the immune system and understand the function of each. Students will also be able to describe the normal processes of immunity and regulatory controls; explain the results of immune component deficiencies and understand how normal immune function can cause disease.

<b>Credits</b>	<b>4</b>
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**CEMS 564: Biochemistry: Proteins and Metabolism**

Properties; biosynthetic pathways; and metabolism of carbohydrates; lipids; and nitrogenous compounds with related units on physical biochemistry; protein structure; bioenergetics and enzyme kinetics. Laboratories reinforce theoretical concepts and provide hands-on experience with modern biochemistry techniques and instrumentation. Three lectures and one three-hour laboratory.

<b>Credits</b>	4
<b>Corequisites</b>	<a href="#">CEMS 564L</a>
<b>Crosslisted</b>	<a href="#">BCHM 420</a> , <a href="#">BIOL 420</a> , <a href="#">CHEM 420</a>

**CEMS 564L: Laboratory-Biochem: Prot/Metab**

<b>Credits</b>	0
<b>Corequisites</b>	<a href="#">CEMS 564</a>
<b>Crosslisted</b>	<a href="#">BCHM 420L</a> , <a href="#">BIOL 420L</a> , <a href="#">CHEM 420L</a>

**CEMS 565: Biochemistry: Nucleic Acids**

This course surveys the molecular biology of the gene. Discussions of the latest paradigms for nucleic acid structure and function are presented. Topics include: regulation of DNA replication and transcription; post-transcriptional modification of RNA; chromatin structure; recombinant DNA techniques; functional genomics; and the latest genetic engineering methods. Four lectures with one reserved for discussion of current research publications.

<b>Credits</b>	4
<b>Corequisites</b>	<a href="#">CEMS 565L</a>

**CEMS 565L: Laboratory-Biochem: Nucl Acids**

<b>Credits</b>	0
<b>Corequisites</b>	<a href="#">CEMS 565</a>

**CEMS 566: Skeletal Tissue**

The skeleton contains 206 bones that provide strength and rigidity yet allow flexibility. However; bone can fail as a result of both disease and insult. In this course we study the hierarchical structure of bone; how disease affects it and; subsequently; its repair both medically and surgically. (Annually)

<b>Credits</b>	3
<b>Semester Offered</b>	Annually

**CEMS 568: Biomedical Materials**

This course introduces the fundamental concepts and theories behind the choice of material for biological applications. Metals; polymers; ceramics and composites are covered. It brings together biology and materials science to get a better understanding of fundamental interactions that control the applicability of materials. Case studies of present material applications are used to illustrate the principles taught.

<b>Credits</b>	3
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**CEMS 572: Machine Learning Applications in Battery Life Predictions**

Fundamentals of battery chemistry and the degradation mechanisms; battery degradation data acquisition in lab; essential data science skills for analyzing battery data and application of machine learning modeling in the prediction of battery degradation.

<b>Credits</b>	1
<b>Corequisites</b>	<a href="#">CEMS 572L</a>

**CEMS 572L: Machine Learning Applications in Battery Life Predictions Lab**

Fundamentals of battery chemistry and the degradation mechanisms; battery degradation data acquisition in lab; essential data science skills for analyzing battery data and application of machine learning modeling in the prediction of battery degradation.

<b>Credits</b>	0
<b>Corequisites</b>	<a href="#">CEMS 572</a>

**CEMS 575: Biocompatibility**

This course focuses on the application of materials to restoring human anatomy which has been compromised due to disease or trauma. This lecture series looks at how synthetic and natural materials restore body function and how they interact with host tissues; including materials science; surface interactions; and medical procedures.

<b>Credits</b>	<b>3</b>
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**CEMS 597: Glass Art Engine**

This is an interdisciplinary course between glass engineering students and glass art students. The course is taught by various faculty across both areas combining both technologies and philosophies to foster collaborations yielding unknown results.

<b>Credits</b>	<b>2</b>
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**CEMS 605: Computational Materials**

Computers have the capability of solving problems in ways that the human mind cannot and as a result they have the capability of radically speeding up the process of materials discovery. In this course we will cover simulation and artificial intelligence techniques for discovering new materials.

<b>Credits</b>	<b>2</b>
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**CEMS 680: Graduate Thesis**

<b>Credits</b>	<b>2-15</b>
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**CEMS 685: Graduate Internship**

Off-site internships with industrial; government or academic research laboratories are required for a minimum of 2 months. Funding will be provided by either the collaborating institution or the School. Examples of current contacts include Affymetrix; Arrow International; Cambridge Scientific; Food and Drug Administration; Orthovita; Owens Corning Fiberglass; U.S. Biomaterials; U.S. Surgical; Wilson Greatbatch; and Zimmer. We also have strong ties with international universities and companies; for example; we currently have internships available at the University of Modena in Italy.

<b>Credits</b>	<b>1-4</b>
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**COUN 600: Special Topics in Counseling**

<b>Credits</b>	<b>1-3</b>
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**COUN 602: The Professional and Ethical Foundations of Counseling**

This course helps students develop their professional identity and understand ethical behavior as counselors. Areas explored include professional roles; settings; functions; goals and objectives; organizations; history; ethics; and credentialing.

<b>Credits</b>	<b>3</b>
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**COUN 603: Foundations of Mental Health Counseling**

This course is designed to familiarize students with the roles and functions of mental health counselors in the contemporary mental health system. Students learn about the history and organization of mental health services; models of service delivery; multicultural factors; systemic issues; advocacy for the mentally ill; legal and ethical guidelines; and issues related to diagnosis and treatment; as well as learning basic interview skills.

<b>Credits</b>	<b>3</b>
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**COUN 604: Foundations in School Counseling**

This course focuses on current guidance and counseling issues that are important to beginning school counselors. Examples of such issues include the CSE and IEP planning; course scheduling; working with BOCES; and managing time constraints.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">COUN 602</a> , <a href="#">COUN 636</a>
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**COUN 605: Career Development and Life Planning**

Students learn how career development theories; occupational and educational information; vocational tests; sociological and economic factors; and family dynamics all relate in helping their clients to make career and life style career decisions. Students also spend time practicing skills directly related to career counseling. Lab fee required.

<b>Credits</b>	<b>3</b>
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**COUN 606: Human Development: The Lifespan**

This course acquaints the student with the interplay of psychodynamics; behavioral; sociocultural; cognitive and interpersonal theories of development. These factors are examined as they combine to explain personality and cognitive functioning across the life span. The student will learn to relate development theory and research to professional practice in educational and clinical settings.

<b>Credits</b>	<b>3</b>
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**COUN 615: Psychopathology and Differential Diagnosis**

This weekly course is designed to familiarize the students with the latest system of diagnosis and with etiology and general treatment issues for various psychological disorders. The students will learn differential criteria for diagnosis; multicultural factors; systemic issues; legal and ethical concerns; intake and information gathering skills; and basic psychopharmacological information pertinent to mental health diagnosis and treatment. The course focuses on disorders that present with frequency to mental health counselors; including: mood disorders; anxiety disorders; substance use disorders; and impulse control disorders.

<b>Credits</b>	<b>3</b>
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**COUN 616: Mental Health Exceptionality and Disability**

This course covers the range of physical; cognitive; communication; and social/emotional exceptionalities in human development from childhood to early adulthood. One focus will be on understanding mental health and psychopathology from the perspectives of risk and resilience. A second focus is on understanding the commonalities; not just the differences; between children and youth with disabilities and their non-disabled peers.

<b>Credits</b>	<b>3</b>
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**COUN 619: Program Development and Grantsmanship**

This course will introduce students to fundamentals of program development and grantsmanship in the counseling field. Emphasis will be on techniques of successful proposal writing; funding opportunities at the local/state/federal level; grant administration; and building programs through collaborative teams of faculty; students; and school and agency personnel.

<b>Credits</b>	<b>3</b>
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**COUN 626: Assessment in Counseling**

This course teaches students how to effectively evaluate the usefulness of tests and inventories and how to integrate testing into the counseling process. Such measurement issues as reliability; validity; and standard error of measurement are covered. Students also become familiar with the most frequently used personality; educational; clinical; intelligence and special population instruments; as well as testing ethics. Time is spent practicing test interpretation with other students. Lab fee required.

<b>Credits</b>	<b>3</b>
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**COUN 628: Assessment in Mental Health Counseling**

The focus of this course is the administration; interpretation and reporting of assessment instruments commonly used in mental health settings. Instruments covered include omnibus rating scales; standardized personality scales; anxiety scales; and ADHD scales. Use of scales to provide data for psychiatric diagnosis is emphasized. Lab fee required.

<b>Credits</b>	<b>3</b>
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**COUN 636: Principles of Counseling**

This course focuses on teaching students the process and theories of counseling. Students also spend time practicing skills directly related to the helping process.

<b>Credits</b>	<b>3</b>
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**COUN 638: Advanced Counseling Theory and Practice**

This course emphasizes the integration; by the student; of counseling theory and counseling practice. The aim is an expansion of both knowledge and skill. Counseling theories will be studied in light of their applicability to skill development.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">COUN 636</a>
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**COUN 639: Group Counseling**

This course emphasizes the understandings and skills necessary to plan; organize; lead; and evaluate counseling groups. Attention is given to recent research and current issues related to groups in the helping professions. Students need access to counseling groups at the time of the course.

<b>Credits</b>	<b>3</b>
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**COUN 641: Counseling Special Populations**

This course addresses formulation and application of research-based effective interventions with particular presenting concerns that often present challenges to the mental health counselor. Some of these presenting concerns include: bereavement; bipolar disorder; schizophrenia spectrum disorders; eating disorders; sex offenders; personality disorders; and substance abuse. Students have the opportunity to discuss difficult cases they are currently seeing and develop individualized treatment plans with appropriate outcome benchmarks based on best practices guidelines.

<b>Credits</b>	<b>3</b>
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**COUN 642: Multi-Cultural Counseling**

An exploration of the considerations and issues involved in counseling persons from different cultural; religious; racial-ethnic; and gender/gender oriented groups. There is a focus on heightening an awareness and appreciation of difference.

<b>Credits</b>	<b>3</b>
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**COUN 646: Consultation and Prevention**

This course covers the concepts and practice of consultation in educational and human service settings. Emphases are on mental health and behavioral consultation including child-centered; teacher-centered and system centered techniques. This course has a practicum component.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 638</a> or <a href="#">COUN 638</a>
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**COUN 649: Evidence-Based Interventions in Schools**

This course focuses primarily on evidence-based interventions for specific problems or mental health issues most often encountered by school counselors of elementary and secondary school-age children. Students explore issues relevant to establishing evidence-based practices and learn to select and implement specific efficacious interventions in order to increase the academic performance of the children.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">COUN 638</a>
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**COUN 650: Independent Study**

<b>Credits</b>	<b>1-3</b>
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**COUN 652: Techniques of Family Therapy**

This course provides a practical introduction to family therapy techniques. Specifically; students are trained in concepts and techniques of structural-strategic family therapy through videotaped demonstrations and simulations. Students also have the opportunity to discuss actual cases as a means of applying family therapy concepts. At the completion of the course; participants should have developed foundation skills for using family therapy interventions.

<b>Credits</b>	<b>3</b>
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**COUN 657: Practicum in School Counseling I**

The student is required to spend a minimum of 100 clock hours at a selected school providing services to students; under supervision of a permanently or professionally certified school counselor. During this time; the student is expected to increase competence in the areas of basic interviewing; assessment; and counseling skills. Furthermore; the student is made more aware of the ethical; legal; and professional issues inherent in the counseling process. The student is provided practical; on-the-job; supervised and evaluated experiences that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience.

<b>Credits</b>	<b>3</b>
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<b>Corequisites</b>	<a href="#">EDUC 622</a>
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**COUN 658: Practicum in Counseling II**

This is a continuation of [COUN 657](#); with the exception that the student is required to spend a minimum of 200 clock hours at a selected school; agency or college/university; working under supervision with clients/students. Students continue to develop conceptual and professional skills related to their practice at a field site. Again; a weekly seminar class accompanies the fieldwork experience.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">COUN 657</a>
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**COUN 659: Practicum in Mental Health Counseling I**

The student is required to spend a minimum of 100 clock hours at a selected agency or college counseling center providing services to clients; under supervision of an appropriately licensed mental health professional. During this time; the student is expected to increase competence in the areas of basic interviewing; assessment; and counseling skills. Furthermore; the student is made more aware of the ethical; legal; and professional issues inherent in the counseling process. The student is provided practical; on-the-job; supervised and evaluated experiences that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience.

<b>Credits</b>	<b>3</b>
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**COUN 660: Special Practicum I**

<b>Credits</b>	<b>1-3</b>
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**COUN 663: Internship in Mental Health Counseling I**

This is a continuation of [COUN 666](#). Students spend time at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II); students must accumulate at least 600 total hours and 240 direct service hours; distributed equivalently across both semesters.

<b>Credits</b>	<b>3</b>
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**COUN 664: Internship in Mental Health Counseling II**

This is a continuation of [COUN 663](#). Students spend time at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II); students must accumulate at least 600 total hours and 240 direct service hours; distributed equivalently across both semesters.

<b>Credits</b>	<b>3-9</b>
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**COUN 666: Practicum in Mental Health Counseling**

The student is required to spend a minimum of 100 clock hours (40 direct contact hours) at a selected clinical mental health setting working under supervision with clients. The student is expected to increase his or her competence in the areas of basic interviewing; assessment; and counseling skills. Furthermore; the student is made aware of the ethical; legal; and professional issues inherent in the counseling process. A weekly seminar class accompanies the fieldwork experience; which focuses on discussion of the theory and practice of supervision vis-a-vis the practicum.

<b>Credits</b>	<b>3</b>
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**COUN 667: Internship in Mental Health Counseling**

The student experiences the actual counseling practice by performing a wide range of counselor functions and activities in a field-training site. The site may be a social service agency; mental health clinic; veterans counseling service; or any other approved counseling setting. Site supervision is provided by a certified or licensed field supervisor. The student is expected to spend four full days each week at the site (400 clock hours); in addition to participating in a regular seminar on campus. Prerequisite: Satisfactory completion of qualifying examination.

<b>Credits</b>	<b>3-9</b>
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**COUN 668: Internship in School Counseling I**

This is a continuation of [COUN 657](#). Students spend time at a selected school working with students under the supervision of a permanently certified school counselor. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II); students must accumulate at least 600 total hours and 240 direct service hours; distributed equivalently across both semesters.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">COUN 657</a>
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**COUN 670: Internship in School Counseling II**

This is a continuation of [COUN 668](#). Students spend time at a selected school working with students under the supervision of a permanently certified school counselor. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II); students must accumulate at least 600 total hours and 240 direct service hours; distributed equivalently across both semesters.

<b>Credits</b>	3-12
<b>Prerequisites</b>	<a href="#">COUN 668</a>

**COUN 671: Research and Statistics**

The course introduces the analysis of research design and basic statistics and gives the student the background necessary to read and judge professional evaluation research as well as the ability to design and implement basic program evaluation.

<b>Credits</b>	3
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**COUN 681: College Counseling and Advising**

This course reviews knowledge areas and skills for working with high school and non-traditional students who intend to attend college. Specific topics include the college application process; college entrance exams; financial aid; admissions interviewing; letters of recommendation; non-profit vs for-profit institutions; career and technical schools and useful software for college exploration.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">COUN 604</a>

**COUN 682: Career Counseling in the 21st Century**

This course reviews employment trends and predictions for future employment needs in a rapidly changing economy. Class material includes preparation for the NCDA career consultant credential.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">COUN 605</a>

**COUN 683: Foundations of Elementary School Counseling**

This course reviews knowledge areas and current practices for providing guidance and counseling services to elementary age children. Topics include play therapy and other individual counseling approaches for children; group counseling approaches; classroom guidance programming; and middle school articulation processes.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">COUN 604</a>

**COUN 694: CAS in Mental Health Counseling Residency**

This course fulfills the residency requirement for the advanced certificates in school and mental health counseling. It is comprised of topics related to counseling children and adults.

<b>Credits</b>	0
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**COUN 695: Topics in Counseling**

This course covers advanced issues encountered in the counseling setting with an emphasis on current trends in the field. Intensive study of research and practice is based on applied issues that arise for the professional counselor.

<b>Credits</b>	3
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**CSDV 601: Introduction to Student Affairs**

This course is an introduction and overview of student affairs functions within institutions of higher education. It emphasizes the history; professional standards and ethics in professional conduct; professional associations; organizational models; practices in a cross-section of functional areas in student affairs and issues and trends in student affairs practice.

<b>Credits</b>	3
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**CSDV 605: Career Development and Life Planning**

Students learn how career development theories; occupational and educational information; vocational tests; sociological and economic factors; and family dynamics all relate in helping their clients to make career and life style career decisions. Students also spend time practicing skills directly related to career counseling. Lab fee required.

<b>Credits</b>	3
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**CSDV 607: Functions in Student Affairs**

This course introduces students to issues and principles of practice in the profession of student affairs. Topics may include developmental growth and identity of college students; using counseling skills in student affairs work; theories of college student development; and leadership and decision-making among college students.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">CSDV 601</a>

**CSDV 617: Exceptionality: College Students with Disabilities**

The focus of this course is effective service provision for college students with disabilities. Topics include the Americans with Disabilities Act; identification of and intervention with various disabilities; development of systems of support; and faculty consultation.

<b>Credits</b>	3
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**CSDV 636: Principles of Advising and Supporting**

This course focuses on teaching students the process and theories of counseling. Students also spend time practicing skills directly related to the helping process.

<b>Credits</b>	3
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**CSDV 642: Diversity Equity and Inclusion in Higher Education**

An exploration of the considerations and issues involved in counseling persons from different cultural; religious; racial-ethnic; and gender/gender oriented groups. There is a focus on heightening an awareness and appreciation of difference.

<b>Credits</b>	3
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**CSDV 644: Intercollegiate Athletics in Higher Education**

This course introduces the role of Athletics in American Higher Education. Students explore issues involving intercollegiate athletics within various levels and types of institutions; including the impact of athletics on college campuses; the role of the NCAA; ethics; governance; and student athlete standards.

<b>Credits</b>	3
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**CSDV 650: Independent Study**

<b>Credits</b>	1-3
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**CSDV 657: Practicum in College Student Development**

In this practicum the student spends a minimum of 100 clock hours at a selected college or university student affairs office prior to their internship; working under the supervision of a student affairs professional. The experience is geared toward increasing skills; introducing the student to new cultures and environments and allowing the student to explore various aspects of Student Affairs. The student is provided practical; on-the-job; supervised and evaluated experiences that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience.

<b>Credits</b>	3
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**CSDV 668: Internship in College Student Development I**

The student is required to spend time at an approved student affairs setting working under the supervision of a student affairs professional. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II); students must accumulate at least 600 total hours; distributed equivalently across both semesters.

<b>Credits</b>	3
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<b>Prerequisites</b>	<a href="#">CSDV 657</a>
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**CSDV 670: Internship in College Student Development II**

This is a continuation of Internship I. The student is required to spend time at an approved student affairs setting working under the supervision of a student affairs professional. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II); students must accumulate at least 600 total hours; distributed equivalently across both semesters.

<b>Credits</b>	6
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<b>Prerequisites</b>	<a href="#">CSDV 668</a>
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**CSDV 671: Assessment Evaluation and Research**

The course introduces the analysis of research design and basic statistics and gives the student the background necessary to read and judge professional evaluation research as well as the ability to design and implement basic program evaluation.

<b>Credits</b>	<b>3</b>
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**CSDV 674: Legal Issues in Student Affairs**

This course introduces students to current legal issues confronting the student affairs professional. Topics include authority and environment of ethics and law; ethical decision analysis; and topical issues such as student safety; liability; confidentiality; privacy; libel and slander; due process; and other related ethical and legal concepts.

<b>Credits</b>	<b>3</b>
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**CSDV 695: Topics in Student Affairs**

This course covers advanced issues encountered in the student affairs setting with an emphasis on current trends in the field. Intensive study of research and practice is based on applied issues that arise for the student affairs specialist.

<b>Credits</b>	<b>3</b>
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<b>Crosslisted</b>	<a href="#">COUN 695</a>
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**EDUC 503: Competency in the Teaching of Literacy**

Study of theories of literacy development and strategies appropriate to teaching literacy in the early childhood; childhood; and adolescent classroom. Topics covered include strategies for teaching emergent literacy; word identification; phonics; phonemic awareness; meaning; comprehension; instructional materials; and identifying instructional needs.

<b>Credits</b>	<b>3</b>
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**EDUC 505: Literacy in the Content Areas**

The emphasis is on the application of literacy to subject area learning. It takes a balanced approach; providing a realistic and practical treatment of literacy as related to text review. Literacy strategies in content areas and study techniques are examined.

<b>Credits</b>	<b>3</b>
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**EDUC 570: Literacy Seminar & Field Experience**

Emphasis is placed on the selection of literacy materials; grouping practices and literacy strategies for small and large groups of students (including students with disabilities) in a public school setting. This experience coordinates the literacy curriculum with various school personnel and stresses the development of parental programs at the early childhood; childhood; and adolescent levels. Those seeking a SWD all grades require 100 field experience hours; 20 of which are with SWD; while those seeking a LIT require 100 hours.

<b>Credits</b>	<b>3-6</b>
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**EDUC 600: Special Topics in Education**

Topics not covered in other Education courses are presented. May be repeated for credit.

<b>Credits</b>	<b>3</b>
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**EDUC 603: Competency in the Teaching of Literacy**

Study of theories of literacy development and strategies appropriate to teaching literacy in the early childhood and childhood classroom. Topics covered include strategies for teaching emergent literacy; word identification; phonics; phonemic awareness; meaning; comprehension; instructional materials; and identifying instructional needs.

<b>Credits</b>	<b>3</b>
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**EDUC 604: Diagnostic and Remedial Techniques in Literacy**

Provides students with in-depth knowledge of procedures for assessing specific literacy problems; and strategies for the correction of reading difficulties of students within a broad range of disabilities; including dyslexia. At the conclusion of this course; teachers should be able to administer and interpret several diagnostic instruments and communicate these results to parents and be able to design literacy programs at all areas of literacy at the early childhood; childhood levels; and adolescent levels.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">EDUC 603 pre- or co-requisite</a>
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**EDUC 605: Literacy in the Content Areas**

The emphasis is on the application of literacy to subject area learning. It takes a balanced approach; providing a realistic and practical treatment of literacy as related to text review. Literacy strategies in content areas and study techniques are examined.

<b>Credits</b>	<b>3</b>
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**EDUC 613: Literature for Children and Adolescents**

A practical approach to the study and selection of literature from early childhood through secondary education. The riches of classical and contemporary writings are overviewed for classroom use. Various approaches to working with students and literature are introduced; as well as how literature can be integrated into the early childhood; childhood; and adolescent curriculum.

<b>Credits</b>	<b>3</b>
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**EDUC 620: School Violence Prevention and Intervention Workshop (SAVE)**

This workshop provides teacher candidates with training in school violence prevention and intervention. Topics include: the warning signs that relate to violence or signal precursors to violent behavior in children; the statutes; regulations and policies relating to a safe; nonviolent school climate; academic supports and management strategies that promote a nonviolent school climate; methods for integrating social skill development and problem-solving skills into ongoing curriculum and instruction; intervention techniques for addressing violent situations; and; referral processes for students with violent behaviors. This course must be completed prior to student teaching.

<b>Credits</b>	<b>0</b>
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**EDUC 621: Child Abuse Identification and Reporting Workshop**

This workshop is approved by; and designed to meet certification regulations of; the New York State Education Department (NYSED). The workshop includes objectives related to detecting and reporting child abuse; meeting professional and legal responsibilities related to child abuse; strategies for preventing child abduction. This course must be completed prior to student teaching.

<b>Credits</b>	<b>0</b>
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**EDUC 622: Dignity for All Students Workshop (DASA)**

This workshop fulfills the training requirement on harassment; bullying; and discrimination prevention and intervention under the NYS Dignity for All Students Act. This is a participatory workshop which includes activities to help students understand and address personal and hidden biases as well as related behaviors and the school setting. Topics include: introduction to the Dignity for All Students Act and reporting requirements for educators and more. This course must be taken prior to student teaching.

<b>Credits</b>	<b>0</b>
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**EDUC 650: Independent Study**

<b>Credits</b>	<b>1-4</b>
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**EDUC 670: Literacy Seminar and Field Experience**

Emphasis is placed on the selection of literacy materials; grouping practices and literacy strategies for small and large groups in a public school setting. This experience coordinates the literacy curriculum with various school personnel and stresses the development of parental programs at the early childhood and childhood levels.

<b>Credits</b>	<b>3-6</b>
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**EDUC 688: Teaching in the Adolescent Classroom**

This course reviews human development during adolescence with an emphasis on families; schools and the cultural contexts of adolescent development. Building upon this understanding; students will explore in depth the curriculum and instruction of the adolescent learner. Discussion of goals; methods; and materials used to successfully teach adolescent level courses.

<b>Credits</b>	<b>3</b>
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**EDUC 694: Introduction to Research Design**

Part 1 of a 2-part research sequence; this course provides an overview of research design including: selecting a research design; reviewing the literature; understanding the use of theory; anticipating ethical issues; and developing writing strategies. Students will write and submit a research proposal.

<b>Credits</b>	<b>3</b>
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**EDUC 695: Master's Research**

Designed to be a culminating project for those who have completed the majority of coursework in the program. May be designed with special research or practical orientation.

<b>Credits</b>	<b>3</b>
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**ELEC 500: Topics in Electrical Engineering**

Special topics in electrical engineering which vary from year to year.

<b>Credits</b>	<b>1-4</b>
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**ELEC 531: Wind Energy**

The primary objective of this course is to gain an elementary familiarity with wind energy. After a brief review of power and energy; wind energy is introduced. Topics of discussion include history and evolution of wind energy technology; power in the wind; wind turbines; components and operation of typical wind systems; small scale hybrid energy systems; markets; demand; and resources. The course also includes a class project.

<b>Credits</b>	<b>3</b>
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**ELEC 532: Solar Energy Systems**

In this course we study solar radiation; theory of light; topics of heat transfer associated with solar energy; radiation characteristics of materials; collectors; energy storage; solar loads and the economics. The physics of voltaic systems will also be discussed. This course includes a design project.

<b>Credits</b>	<b>3</b>
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**ELEC 541: Energy Renewables and the Environment**

The main objective of this course is to gain an elementary familiarity with energy; covering the concept; forms; resources; and its impact on the environment; all with an emphasis on the renewables. We discuss physics of energy; its different forms--mined and otherwise; the Sun; the Earth and the environment. The course includes a number of field trips.

<b>Credits</b>	<b>3</b>
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**ELEC 550: Independent Study**

<b>Credits</b>	<b>1-4</b>
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**ELEC 561: Power Electronics for Renewable Systems**

This course is an introduction to power electronics with emphasis on applications such as energy conservation and renewable energy. Topics include introductory switching devices; devices for power electronics; and converter design and simulation. Basic concepts of DC-DC converters in continuous and discontinuous modes are included; along with design for motor drives and transformer-isolated switch-mode power supplies.

<b>Credits</b>	<b>3</b>
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**ELEC 571: Genetic Algorithms**

Genetic Algorithms; GA; is a collection of search and optimization techniques that function according to the evolutionary processes. Simple GA; classifier systems; GA with variable population size; and GA in machine learning context are introduced. Also; selected applications in optimization techniques and prediction methods are discussed. This is a project-oriented course. Students should have knowledge of C++; MATLAB; or a similar programming language.

<b>Credits</b>	<b>3</b>
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<b>Crosslisted</b>	<a href="#">ENGR 471</a>
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**ELEC 574: Electric Machinery**

Engineering electromagnetic theories; in particular magnetic theory and circuits; three phase circuits; electro-mechanics; electric energy to mechanical energy conversion; applications of phasors; transformers; motors; generators; power electronics devices and controls.

<b>Credits</b>	<b>3</b>
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<b>Crosslisted</b>	<a href="#">RNEW 468</a>
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**ELEC 586: VLSI Design**

Design of VLSI circuits concentrating on CMOS technologies. Logic design; fabrication principles; CAD layout and introduction to VLSI systems architecture. Structured design emphasis will be with the concept of hierarchy. Design methodology will focus on design of VLSI subsystems using advanced hierarchical design tools including Verilog HDL. This will be in the form of class homework and short projects.

<b>Credits</b>	<b>3</b>
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**ELEC 680: Graduate Thesis**

<b>Credits</b>	2-15
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**ELEC 685: Graduate Internship**

<b>Credits</b>	1-4
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**ELEC 699: Master's Project**

<b>Credits</b>	3
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**ENGR 500: Special Topics in Engineering**

The course covers advanced topics which are not covered in detail in the general curriculum.

<b>Credits</b>	2-4
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**ENGR 550: Independent Study**

<b>Credits</b>	1-4
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**ENGR 572: Machine Learning Applications in Battery Life Predictions**

Fundamentals of battery chemistry and the degradation mechanisms; battery degradation data acquisition in lab; essential data science skills for analyzing battery data and application of machine learning modeling in the prediction of battery degradation.

<b>Credits</b>	1
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<b>Corequisites</b>	<a href="#">ENGR 572L</a>
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**ENGR 572L: Machine Learning Applications in Battery Life Predictions Lab**

Fundamentals of battery chemistry and the degradation mechanisms; battery degradation data acquisition in lab; essential data science skills for analyzing battery data and application of machine learning modeling in the prediction of battery degradation.

<b>Credits</b>	0
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<b>Corequisites</b>	<a href="#">ENGR 572</a>
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**ENGR 584: Optimization Methods in Engineering**

In this course we study optimization as an engineering design tool. Topics covered include nonlinear programming; computational techniques for unconstrained and constrained problems; conjugate gradient; feasible directions methods; and design applications.

<b>Credits</b>	3
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**ENGR 660: Research Seminar**

Students choose thesis areas and prepare literature surveys as part of the course. Required of all new graduate students.

<b>Credits</b>	1
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**ENGR 680: Graduate Thesis**

<b>Credits</b>	2-15
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**ENGR 690: Graduate Seminar**

Weekly lectures and discussions with visiting lecturers; faculty members; and graduate students. Required of all graduate students throughout their residence.

<b>Credits</b>	0
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**ENGR 699: Master's Project**

<b>Credits</b>	3
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**GERO 601: Adult Development and Aging**

This course serves as an introduction to the major issues and concerns of adult development and aging. We explore the key concepts that underlie adult development and aging as well as examine the research methods used to investigate them. Armed with these tools; we consider several topics of interest including: biological changes; physical and mental health; psychological issues; personality; continuity and change; sociological forces; generational issues; and cross-cultural perspectives in aging.

<b>Credits</b>	3
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**GERO 604: Public Policy and Older Adults**

This course focuses on federal and state legislation; policies and regulations related to services for aging adults. Programs and services that have grown out of legislation; and the regulations that govern them; is a particular area of emphasis.

<b>Credits</b>	<b>3</b>
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**GERO 606: Health Care Delivery Systems for Older Adults**

This course examines various approaches of care for older adults. Topics include assisted living; skilled care; and home-based services. Particular emphasis is placed on the impact of managed care and the Affordable Care Act on senior care.

<b>Credits</b>	<b>3</b>
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**GERO 608: Marketing Healthcare**

The “four P’s” of marketing—product; price; placement and promotion—do not necessarily translate to the world of healthcare; particularly in the current changing environment. This course examines healthcare marketing in the context of a different set of “P’s”: physicians; patients; payers; public; and politics. Marketing strategies specific to facilities and services for older adults are emphasized.

<b>Credits</b>	<b>3</b>
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**GERO 609: Cognition and Aging**

Is my memory doomed to get worse as I get older? If I lose my keys; is it a sign that I’m getting Alzheimer’s disease? Broadly; this course attempts to answer these questions; as well as those related to normal cognitive changes that our growing senior population faces. Topics include the types of cognitive abilities that tend to decline with age as well as those that remain stable; and current research and theories related to age differences in memory; verbal processes; motor performance; perception; problem solving; language processing; wisdom; creativity; and intelligence.

<b>Credits</b>	<b>3</b>
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**GERO 611: Counseling Approaches with Older Adults**

This course examines counseling and psychotherapy approaches used with aging adults. Particular emphasis is placed on the importance of the therapeutic relationship and understanding of developmental issues of aging adults. Students also examine the latest research on evidence-based approaches that are in current use.

<b>Credits</b>	<b>3</b>
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**GERO 613: Death and Dying**

The class begins with a discussion aimed at defining both death and dying. The perceptions of several cultures are examined. Is it possible for death and dying to become less frightening experiences? Topics explored include the role of grief in society; how different cultures deal with that process among the living; cultural and social expectations related to death and bereavement; and conceptions of the afterlife.

<b>Credits</b>	<b>3</b>
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**GERO 617: Mental Health and Wellness with Older Adults**

This course focuses on specific mental health intervention and prevention services for aging adults. As such; it incorporates a required field experience in a setting that provides services for seniors. This may include retirement; assisted living; and skilled care facilities; and home-based service programs. Particular activities depend on the scope of practice in students’ professional fields. All students are involved in diagnosis and treatment of age-related disorders; intervention; and prevention activities.

<b>Credits</b>	<b>3</b>
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**MBA 600: Seminar in Business Issues**

A seminar that focuses on special topics in the field of management and business administration. Topics vary from one semester to another. May be repeated for credit.

<b>Credits</b>	<b>3</b>
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**MBA 601: The Health Care Delivery System**

This course presents an overview of the components and operations of the Healthcare System of the United States. A summary of the development of the Healthcare System and the major factors that have driven the evolution of that system over time are reviewed. The healthcare system will be studied by reviewing the foundations; resources and process of the system and their impact on outcomes. Students will analyze a foreign healthcare system and compare to the US healthcare system. (Fall; even years)

<b>Credits</b>	3
<b>Crosslisted</b>	<a href="#">HLPM 201</a>
<b>Semester Offered</b>	Fall; even years

**MBA 602: Public Health**

In this three-credit graduate level course; we explore public health concepts and issues in community health in the United States. There is a focus on a wide array of health professions and institutions engaged in public health. Topics covered include individual; social and environmental determinants of health and disease; including epidemiological concepts and methods for gathering information in the public health area; as well as a description of risks. (Spring; even years).

<b>Credits</b>	3
<b>Semester Offered</b>	Spring; even years

**MBA 603: Healthcare Policy**

This course provides student with the ability to analyze the relationship between power and political behavior. Students evaluate how healthcare policy impacts healthcare outcomes. A policy setting model is analyzed as a framework for understanding the development of healthcare policy. Use of case analysis illustrates the interrelationships of functions and the essential unity of policy setting; implementation and evaluation in healthcare. (Fall; odd years)

<b>Credits</b>	3
<b>Semester Offered</b>	Fall; odd years

**MBA 604: Power and Politics in Health Care**

Student apply concepts related to the relationships between power and political behavior and how this intersection affects outcomes. Students learn effective methods to anticipate and respond to political situations; as well as develop strategies for building collaborative relationships with multiple constituencies in healthcare. The concept of power is examined in the context of politics and policy setting. (Allen (Winter); Summer)

<b>Credits</b>	3
<b>Semester Offered</b>	Allen (Winter); Summer

**MBA 605: German Auto Industry**

This travel course explores the basic concepts of international business strategy; German culture and some history. We focus on the German auto industry; lean manufacturing; and global competition. Students form teams with German counterparts to compete in an international business simulation. Travel to Germany for 7-10 days is a required part of this course.

<b>Credits</b>	4
<b>Degree Attributes</b>	AU: Travel Courses
<b>Crosslisted</b>	<a href="#">BUSI 305</a>

**MBA 606: Legal and Ethical Issues in Healthcare**

Students analyze the law and ethics as it affects health care management. Case analysis are applied to legal and ethical concerns of specific importance to health care managers. Key aspects of legal principles involved in health care management will be evaluated using a structured framework. Application of special issues in health care including principles of liability; social responsibility; patient rights and responsibilities; acquired immune deficiency syndrome; access to health care and payment issues are evaluated. (Spring; odd years)

<b>Credits</b>	3
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**MBA 608: Health Care Finance for Non-Financial Managers**

This course introduces financial management concepts to the non-financial manager. While concentrating on healthcare organizations this course is applicable to a wide range of organizations. Topics include introductions to financial and managerial accounting; the theory and practice of how financial information is gathered; reported and used to provide meaningful conclusions about the financial performance of health care organizations. The focus of this course is on how managers use financial data. (Allen (Winter)/Summer)

<b>Credits</b>	3
<b>Crosslisted</b>	<a href="#">HLPM 308</a>
<b>Semester Offered</b>	Allen (Winter); Summer

**MBA 609: Brand Management**

Course covers the essential elements of managing a brand and its reputation in a competitive environment; including assessing and developing market positioning; repositioning; targeting; and consumer relationships.

<b>Credits</b>	3
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**MBA 613: International Marketing**

This course introduces and discusses the critical factors influencing marketing management in a global environment related to analytic/strategic decisions and personal skills. Analyzing environmental and cultural information in a foreign country and managing with a global mindset are critical factors to assure success. Current examples and case studies address the key issues that marketers must keep in mind to create effective marketing programs for foreign markets. The relationships of international marketing to advertising; global competition; cultural and ethical concerns; theory vs. practice; emerging technologies; verbal and visual language and other relevant issues are also examined. The class is operated as a seminar requiring each class member's contribution in reading assigned material and active participation in class discussion including one group project.

<b>Credits</b>	3
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**MBA 617: Options and Futures**

This class that will focus on the options and futures markets. We will run practice simulations (otherwise known as paper trading) as well as learn the formulas/indicators for the most common characteristics to use when valuing options and futures for hedging/trading. Must be enrolled in MBA program.

<b>Credits</b>	3
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**MBA 618: Gender Equity in Business**

In this course we explore gender equality issues in leadership. Students examine the challenges/opportunities for women at various phases of careers/levels. This includes the socio-cultural; psychological; organizational; political; and economical issues facing women in business today with reflection on students' experiences.

<b>Credits</b>	3
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**MBA 619: Business Ethics**

This course explores the application of ethics in making business decisions in various countries; and how they incorporate ethics in making business decisions that affect stakeholders; such as shareholders and society.

<b>Credits</b>	3
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**MBA 624: Strategic Management**

The course is case-oriented and focuses on the analysis of complex business problems via the integration of the subject matter of all previous program courses. Linking the firm's internal and external environments from the total-enterprise perspective of the general manager; this course undertakes a systematic inquiry into the strategic management and administrative business policy issues pertaining to the organization's performance and effectiveness. The course consists of four major topics: Business Planning Simulation (BPS); Business Information Collection (BIC); Corporate Performance (CPM) and Stakeholder Relationship Management (SRM). Enterprise Resource Planning (ERP) software will be used to demonstrate the importance of an enterprise-wide data base in strategic decision making.

<b>Credits</b>	3
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**MBA 626: Innovation Management**

This course aims to equip students with the relevant skills; strategies; tools and techniques for managing innovation at both strategic and operational levels. It draws upon research and development in innovation and provides different approaches based on real-world cases and the experiences of leading organizations from around the world.

<b>Credits</b>	<b>3</b>
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**MBA 627: Leadership in a Digital World**

This course provides an overview of the influences of technology; Internet; and social media on organizations; leadership adaptations to a changing; digital world; AND information and communication in the digital age. We consider ethical/policy issues for networked organizations.

<b>Credits</b>	<b>3</b>
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**MBA 629: Leading for Change**

Successful leaders understand the impact of change on individuals; groups; and organizations. Change creates challenges and opportunities for growth and development. This course helps plan/analyze change; prepare for leadership roles; and increase understanding of change based on theory and application.

<b>Credits</b>	<b>3</b>
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**MBA 630: Management for Global Leaders**

This course focuses on the theory and practice of leadership and management from a global perspective. Topics in this course include the impact of culture and diversity; cross-cultural communication and negotiation; international human resource and staffing issues; global sustainability and corporate social responsibility; virtual leadership and leading global teams; and strategic leadership and management; among others.

<b>Credits</b>	<b>3</b>
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**MBA 641: Security Analysis**

Provides a comprehensive introduction to the application of the techniques of security analysis and portfolio management. Relates economic-industry-company analysis to evaluate individual securities: bonds; preferred stocks; common stocks and options. Considers the procedures involved in the selection of securities portfolio along the concept of risk-return tradeoffs.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">FIN 348</a>
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<b>Crosslisted</b>	<a href="#">FIN 454</a>
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**MBA 650: Independent Study**

<b>Credits</b>	<b>1-4</b>
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**MBA 651: Economics for Managers**

This course provides fundamental understanding of microeconomic concepts used in managerial decision making. It covers microeconomic theory; including supply and demand; competitive and noncompetitive markets; production; costs; strategic behavior of firms; and industry structure.

<b>Credits</b>	<b>3</b>
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<b>Crosslisted</b>	<a href="#">ECON 445,FIN 445</a>
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**MBA 652: Negotiation and Persuasion**

This course provides tools to enable students to become more effective negotiators. The ability to negotiate rests on the correct combination of conceptual and interpersonal skills. In this course students develop and practice analytical and interpersonal strategies and skills that increase their ability to persuade others and analyze; prepare for; and engage in negotiation more strategically.

<b>Credits</b>	<b>2</b>
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**MBA 653: Accounting Analytics**

This course introduces the fundamentals of accounting analytics and big data; focusing on how data-driven approaches transforms decision-making in accounting. Students will explore data types; preparation; and analysis techniques; with an emphasis on mastering data visualization and applying analytics to financial statements; managerial accounting; and auditing. Key topics including implementing data analytics; asking and answering accounting questions and leveraging analytics for actionable insights in accounting practices.

<b>Credits</b>	<b>3</b>
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**MBA 654: Business Ethics and Corporate Responsibility**

This graduate level course provides a foundational perspective for ethical and socially responsible decision-making and management practices in business. Special emphasis is placed on the interrelated nature of ethics; moral; legal; and social issues in managing individuals; groups; and the organizations within a business environment.

<b>Credits</b>	<b>3</b>
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**MBA 655: Advanced Auditing**

This course places emphasis on the audit decision making process and the interrelationships among the many audit decisions involved in audit planning; audit testing; and the formation of the auditor's opinion. This course gives students interested in the CPA AUD examination an overview of major content.

<b>Credits</b>	<b>3</b>
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**MBA 657: Advanced Taxation**

This course emphasizes a tax planning and decision making approach; with a focus on recognizing the role taxes play in business decisions. The course addresses the tax practice environment; the determination of gross income; employee compensation; business expenses; property acquisition; disposition and cost recovery deductions and tax-deferred exchanges. The course also focuses on the taxation of corporations; sole proprietorships and flow through entities as well as the taxation of individuals and wealth transfer issues.

<b>Credits</b>	<b>3</b>
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**MBA 661: Creativity and Innovative Thinking**

In this course; we examine the concepts of creativity and innovation: what they are; how they impact businesses; how to bring them to your business enterprise. The main object is to teach you how to be creative - how to 'unleash' the right side of your brain.

<b>Credits</b>	<b>2</b>
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**MBA 674: Business Analytics**

This course focuses on the concepts; components and tools required to understand business analytics in organizations and to develop skills needed to effectively use data; and analytic models and results in making business decisions. Emphasis is placed on application of concepts and working with data and software to analyze real business problems.

<b>Credits</b>	<b>3</b>
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**MBA 681: Business Sustainability**

This course is intended as an introduction to the concepts of business and sustainability. The goal is to provide students with a broad knowledge of the stakeholders; issues; public policies; and concepts involved in this topic; while also providing opportunities to study some of these issues in-depth.

<b>Credits</b>	<b>3</b>
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**MBA 685: Internship**

<b>Credits</b>	<b>3</b>
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**MBA 699: Business Consulting Capstone**

Students fill the role of a consulting team and work with current issues as identified by client organizations. This course presents; evaluates; analyzes and discusses what it means to be a professional consultant. We explore the different aspects of being a consultant and prepare the students for additional career pathways as either entrepreneurs with their own businesses or working within a large corporation or non-profit organization.

<b>Credits</b>	<b>3</b>
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**MECH 500: Topics in Mechanical Engineering**

The course covers advanced topics which are not ordinarily covered in detail in the general curriculum; but are either current areas of faculty research or areas of current or future industrial interest.

<b>Credits</b>	<b>2-4</b>
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**MECH 515: Mechanical Vibrations I**

Harmonic oscillator; response of damped linear systems; multi-degree of freedom systems; introduction to vibrations of continuous systems.

<b>Credits</b>	<b>3</b>
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**MECH 517: Introduction to Finite Element Analysis**

Use of the finite element method to solve problems in the areas of stress analysis; heat conduction; and fluid flow. Weighted residual and variational approaches; shape functions; numerical integration; and the patch test.

<b>Credits</b>	<b>3</b>
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**MECH 520: Statistical and Thermal Physics**

This course deals with the various aspects of macroscopic thermodynamics and describes these statistically in terms of microstates of systems.

<b>Credits</b>	<b>3</b>
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**MECH 522: Control Systems**

Linear feedback control system modeling; analysis; and controller design. Design of state variable systems: controllability and observability; and pole placement using state feedback. Robust control systems: system sensitivity; analysis of robustness; and system with uncertain parameters.

<b>Credits</b>	<b>3</b>
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**MECH 524: Advanced Fluid Mechanics**

Advanced topics in Fluid mechanics: compressible flows; boundary layers; potential flow; and turbomachinery.

<b>Credits</b>	<b>3</b>
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**MECH 530: Computational Fluid Dynamics**

The course is designed for students with Fluid Mechanics/ Heat Transfer knowledge who want to learn CFD applications. It introduces finite difference methods to solve differential equations that arise in Fluid Mechanics/ Heat transfer. It will teach the use of CFD package Fluent.

<b>Credits</b>	<b>3</b>
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**MECH 534: Heating Ventilation and Air Conditioning**

Applied engineering thermodynamics; psychometrics; humidification and dehumidification processes; air cooling processes; heating processes; heat vapor transmission; fluid flow and pressure losses; air conveying and distribution.

<b>Credits</b>	<b>3</b>
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**MECH 535: Thermal Systems**

Principles of thermodynamics; fluid mechanics; and heat transfer are applied to the analysis; design; and computer simulation of thermal systems. Types of systems include power plants; heating and air conditioning; heat exchangers; and piping systems.

<b>Credits</b>	<b>3</b>
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**MECH 538: Alternative Vehicle Energy Control and Powertrain Design**

In this course we explore the design fundamentals of alternative energy vehicles including electric and hybrid vehicles. Topics covered include power electronics; power systems; drivetrain; component modeling; battery systems; supervisory control and fault diagnosis. We rely heavily on model-based design including Simulink; with an emphasis on electric and hybrid vehicles.

<b>Credits</b>	<b>3</b>
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**MECH 550: Independent Study**

<b>Credits</b>	<b>1-4</b>
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**MECH 564: Advanced Mechanical Design**

Design of mechanical engineering systems with topics including interaction of materials; processing and design; analysis; prediction and prevention of principle modes of mechanical failures. Emphasis placed on analytical; experimental and judgmental techniques to develop the ability to work on unstructured systems.

<b>Credits</b>	<b>3</b>
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**MECH 586: Modeling and Simulation of Dynamic Systems**

Mathematical modeling of physical systems and simulation of linear system responses. System response to varied inputs are studied using classical techniques. Laplace transforms and modeling and simulation software.

<b>Credits</b>	<b>3</b>
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**MECH 680: Graduate Thesis**

<b>Credits</b>	<b>2-15</b>
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**MECH 685: Graduate Internship**

<b>Credits</b>	<b>1-4</b>
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**MECH 699: Master's Project**

<b>Credits</b>	<b>3</b>
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**PSYC 600: Special Topics in School Psychology**

<b>Credits</b>	<b>1-3</b>
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**PSYC 601: Foundations of Cultural Diversity**

As frontline practitioners in schools; human service agencies; and higher education settings; mental health providers are faced with a proliferation of cultural issues on a daily basis. It is essential that mental health providers develop an appreciation for cultural diversity and an understanding of how cultural diversity issues interact with service provision. This course is intended as an introduction to cultural diversity issues and their impact on the major areas of practice within schools; agencies; and higher education. Upon completion of this course; students will have acquired knowledge regarding cultural issues that provide a foundation for exploring these issues in subsequent specialization courses.

<b>Credits</b>	<b>1</b>
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**PSYC 602: Seminar in Cultural Diversity**

This course is an advanced seminar on cultural diversity issues and their impact on the major areas of psychology practice and research. Students will explore these issues in depth and pursue literature research on diversity issues related to their area of specialization.

<b>Credits</b>	<b>2</b>
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**PSYC 603: Foundations of School Psychology**

The theoretical; scientific and practical underpinnings of professional school psychology are covered; with material drawn from both psychology and education. Topics include cognitive; social; emotional; and cultural bases of behavior; educational theory and instructional psychology; particularly related to basic school subjects (reading; mathematics; and written language); and school psychology as a professional specialty; including history and systems; role and function; models of practice; and current issues with particular attention to practice in a rural setting.

<b>Credits</b>	<b>3</b>
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**PSYC 606: Advanced Developmental Psychology**

An in-depth study of the basic scientific area of human developmental psychology. Considers development across the life span through classical theory and more recent formulations with a focus on empirical research findings. Included are biological; cognitive; social; emotional and cultural factors which influence normal development.

<b>Credits</b>	<b>3</b>
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**PSYC 607: Learning and Cognition**

A study of the basic processes underlying learning; memory and higher cognitive functions such as conceptualization; problem solving and language. Emphasis on the relevance of recent research and theoretical developments in cognitive psychology to school learning. Topics include attention; memory; information processing; problem solving; reasoning; creativity; and experimental paradigms for the study of cognition and learning.

<b>Credits</b>	<b>3</b>
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**PSYC 608: Social Psychology and Behavior**

This course provides a comprehensive background of the predominant models of human personality as formulated by such theorists as Adler; Freud; Jung; Kelly; and Skinner; as well as focus on current research in personality. Such topics as individual differences in traits; cognitive styles; and forms of emotional relatedness are explored and the current controversies regarding the consistency of personality and the question of genetics versus environmental factors in the evolution of human behavior are examined. The interface between pure personality theory/research and its application to social realities and clinical settings is emphasized.

<b>Credits</b>	<b>3</b>
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**PSYC 609: Physical Bases of Behavior**

An overview of basic neuroanatomy and neurophysiology is presented to provide a foundation for understanding the biological bases of human cognitive functioning. Neurologically based problems encountered in the schools are discussed.

<b>Credits</b>	<b>3</b>
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**PSYC 611: History and Systems of Psychology**

This course presents a comprehensive orientation to the science and practice of psychology. Progressing from ancient foundations to the current state of the discipline; the course is designed to illustrate both the continuity and incremental development of psychology as a science and profession. The course content is organized around three major themes (1) the historical development of the discipline of psychology as a science and profession; (2) the systems; or schools of thought that form the foundation of psychology both historically and currently; and (3) the interweaving influence; as well as tensions; between the science and practice of psychology. The goal is for students to further develop their identities as psychologists through an understanding and appreciation of the broad landscape upon which their discipline is constructed.

<b>Credits</b>	<b>3</b>
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**PSYC 621: Norm Referenced Testing Lab I**

Students in norm-referenced testing lab will learn to demonstrate skill proficiency in the administration and scoring interpretation of selected norm-referenced tests.

<b>Credits</b>	<b>0</b>
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<b>Corequisites</b>	<a href="#">PSYC 627</a>
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**PSYC 622: Norm Referenced Testing Lab II**

Students in norm-referenced testing lab will learn to demonstrate skill proficiency in the administration and scoring interpretation of selected norm-referenced tests.

<b>Credits</b>	<b>0</b>
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<b>Corequisites</b>	<a href="#">PSYC 632</a>
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**PSYC 626: Psychological and Educational Measurements**

Basic theory of psychological and educational measurements and the elementary statistics of test score analysis including reliability; validity; item analysis; and scales of measurement. Evaluation and selection of standardized tests is emphasized as well as the theory bases of measurement of individual differences. Observational procedures will also be discussed and implemented.

<b>Credits</b>	<b>2</b>
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**PSYC 627: Norm-Referenced Testing I**

This course focuses on the administration; scoring and interpretation of individually administered norm-referenced instruments. Attention is focused on those instruments related to the assessment of cognitive abilities and learning behaviors of school-aged children. The major purpose is to develop the student's repertoire and mastery with these measures and to increase the students' capacity for evaluation of individual behavior and report writing. Co-requisite: [PSYC 626](#). Lab fee required.

<b>Credits</b>	<b>3</b>
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<b>Corequisites</b>	<a href="#">PSYC 626</a>
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**PSYC 628: Academic Functioning**

Examines the reading; mathematical and language arts processes and methods of assessing these. A variety of educational assessment techniques are reviewed including norm-referenced tests; curriculum-based approaches; and informal probes; and systems of direct observation. The use of these techniques to assist in the identification of educational difficulties is examined. Approaches to interventions for educational difficulties are surveyed highlighting the link between assessment and remediation.

<b>Credits</b>	<b>3</b>
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**PSYC 629: Social-Emotional Assessment**

This course provides information and training about a variety of instruments and techniques available to assess the psychological status and functioning of persons and systems; with a particular emphasis on children; adolescents; and families. Modern thematic storytelling tests and objective behavior rating scales are highlighted. The course also covers traditional projective approaches; as well as more recently developed techniques involving social skills and family assessment. Important theoretical and measurement issues are discussed as well as ethical concerns. Students are required to practice administration; scoring; and interpretation of many of the techniques discussed.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 626</a>
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**PSYC 632: Norm-Referenced Testing II**

Norm-Referenced Tests II is a continuation of training in the processes of assessment of children's cognitive; achievement; and language development. A variety of norm-referenced instruments will be reviewed; including broad-based comprehensive measures and diagnostic measures; as well as approaches for children from different cultural and linguistic backgrounds. Important theoretical issues in intelligence and research-based practices regarding academic development and assessment will be discussed. While students will be required to practice the administration and scoring of assessment instruments; the main focus of this course will be to develop higher-level interpretive skills and ability to communicate findings effectively in a written format.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 627</a>
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**PSYC 636: Foundations of Interpersonal Effectiveness**

This course focuses on the training and practice of personal skills; which are the prerequisites to the functioning as a professional psychologist. Included is the study of theories and research from which those skills are derived. The course includes lectures; behavioral rehearsal and group activities; and involves critical self-examination and peer review. Students must demonstrate adequate levels of interpersonal skills according to the instructor's evaluation; in order to successfully complete the course. Such success is a prerequisite for admission to the Intervention sequence in the School Psychology Program.

<b>Credits</b>	<b>3</b>
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**PSYC 637: Introduction to Group Dynamics**

The focus is on developing an understanding of the group process and its evolution; including basic group concepts and their applications. Students are involved in the process as they experience and then conceptualize group processes. An integral part of the experience is the student's engagement in self-examination.

<b>Credits</b>	<b>1</b>
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<b>Crosslisted</b>	<b>COUN 637</b>
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**PSYC 638: Psychotherapy and Behavior Change**

This course covers a broad range of psychological interventions; with particular emphasis on their applications with children and families. Theory and research in counseling and psychotherapy are covered with emphasis on behavior therapy; cognitive behavior therapy; and behavior modification.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 636</a> or <a href="#">COUN 636</a>
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**PSYC 639: Exceptionality in Learning and Behavior**

This course presents the varieties of exceptionality in human learning and behavior. Various psychologically and educationally handicapping conditions are discussed. Classification systems; diagnosis; symptomatology; prevalence; incidence; course and treatment are covered with an emphasis on empirical research findings. Professional; societal; and cultural issues in exceptionality provide an important focus for discussion.

<b>Credits</b>	<b>3</b>
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**PSYC 641: Introduction to Family Therapy**

This course is designed to provide a practical introduction to family therapy; including a comprehensive understanding of family structure; development; processes; and assessment in current; historical; cultural; and systemic contexts. Methods for intervention are a major part of the course; including well-established approaches to family therapy along with other evidence-based practices.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">COUN 636</a> , <a href="#">PSYC 638</a> or <a href="#">COUN 638</a>

**PSYC 642: Clinical Seminar: Advanced Topics in School Psychology**

This clinical seminar is a multi-purpose course designed to supplement student experiences in the advanced clinic practicum. The primary purpose of the seminar this semester is to provide students with the opportunity to discuss cases with students and supervisors from other practicum sections. These types of discussions are useful for broadening conceptual perspectives and generating a variety of intervention ideas. A second purpose of the course is to provide students with additional training in areas that are related to direct service provision and integration of such techniques into foundation counseling and assessment approaches.

<b>Credits</b>	3
<b>Corequisites</b>	<a href="#">EDUC 622</a>

**PSYC 646: Consultation and Prevention**

This course covers the concepts and practice of consultation in educational and human service settings. Emphases are on mental health and behavioral consultation including child-centered; teacher-centered and system centered techniques. This course has a practicum component.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">PSYC 638</a> or <a href="#">COUN 638</a>

**PSYC 650: Independent Study**

<b>Credits</b>	1-3
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**PSYC 651: Academic Interventions**

This course introduces students to a broad array of academic interventions. During this course students will learn the sequence of development of basic academic skills and how to target academic interventions for students with specific academic needs. There will be special emphasis on reading; writing; and written language interventions. Students will demonstrate their knowledge of the academic intervention process through applied intervention project.

<b>Credits</b>	2
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**PSYC 652: Behavioral Assessment and Intervention**

Students will learn to use applied behavior analysis in the problem-solving process through completion of an applied project in a school setting. Emphasized topics will include consultation and collaboration; intervention fidelity; and coping and social skills development within the school.

<b>Credits</b>	3
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**PSYC 656: Field Experience in School Psychology I**

Each student is placed in a school district one day each week to develop observation skills; gain exposure to the school as a system; begin to interact and practice testing skills with school-aged children and to become oriented to working in the schools as a school psychologist. On-site field supervisors; as well as program faculty; provide ongoing supervision for this experience. A campus-based seminar provides opportunities for in-depth exploration of issues relating to school functioning.

<b>Credits</b>	1
<b>Corequisites</b>	<a href="#">PSYC 628</a>

**PSYC 657: Field Experience in School Psychology II**

This practicum provides a continuation of skill development within the school setting. Students increase their placements to 1.5 days per week in a school district where they practice testing skills and gain experience utilizing observational techniques and providing targeted interventions. In addition; students also participate in provision of special education services where they gain experience working directly with children with disabilities in an academic setting. On-site field supervisors; as well as program faculty; provide ongoing supervision for this practicum. The practicum seminar covers topics such as multidisciplinary teams; the parent-school relationship; and the impacts of educational disabilities on school functioning.

<b>Credits</b>	1
<b>Corequisites</b>	<a href="#">PSYC 651</a>

**PSYC 658: Clinic Practicum I**

This is a practical course where students apply previous learning and gain experience in assessment and intervention with children and families and school consultation. Team collaboration; peer review and case conferences are essential elements of this course. Students work with actual clients at the Child and Family Services Center under supervision of professional psychologists. Supervision is provided through the use of audiotaping; videotaping and observation through one-way mirrors. Topical seminars are also included throughout the semester.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">PSYC 629</a> , <a href="#">PSYC 638</a> or <a href="#">COUN 638</a>

**PSYC 659: Clinic Practicum II**

A continuation of Clinic Practicum I where students will be performing the same activities at a higher level of autonomy and independence. Prerequisite: [PSYC 658](#).

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">PSYC 658</a>

**PSYC 660: Special Practicum I**

<b>Credits</b>	1-3
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**PSYC 661: Advanced Practicum**

This practicum provides additional supervised experiences in assessment and intervention at a site arranged by the student and his/her advisor.

<b>Credits</b>	1-6
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**PSYC 664: Practicum in Academic Interventions**

Each student will be placed in a school district one half day per week. Students will gain experience developing; implementing; and monitoring academic interventions in consultation with classroom teachers and other school support personnel. In addition; students will be involved in case conferences; peer review; and faculty supervision of their academic intervention and consultation activities.

<b>Credits</b>	1
<b>Corequisites</b>	<a href="#">PSYC 651</a>

**PSYC 665: Special Practicum II**

<b>Credits</b>	3
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**PSYC 667: Internship in School Psychology I**

The internship is the culminating experience of the School Psychology Program. It provides intensive; supervised experience in the roles and functions of a school psychologist and also a broad exposure to the educational and community environment of the internship site. Supervision is provided by one or more on-site certified school psychologists and by the University supervisor. Prerequisites: Comprehensive examinations and satisfactory progress in the program.

<b>Credits</b>	3-9
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**PSYC 668: Internship in School Psychology II**

A continuation of the intensive field-based internship in school psychology; as described in [PSYC 667](#).

<b>Credits</b>	3-9
<b>Prerequisites</b>	<a href="#">PSYC 667</a>

**PSYC 669: Pre-doctoral Internship I**

The internship is the culminating experience of the doctoral program in school psychology. It provides intensive; supervised experience in the roles and functions of an applied psychologist working in schools and clinical settings. The internship also provides broad exposure to the educational and community environment of the internship site. Supervision is provided by an on-site licensed psychologist; as well as other appropriately certified school psychologists or credentialed mental health professionals; and by the University supervisor. Prerequisites: Comprehensive examinations and satisfactory progress in the program.

<b>Credits</b>	<b>3-9</b>
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**PSYC 670: Pre-doctoral Internship II**

A continuation of the intensive field-based doctoral internship in school psychology; as described in [PSYC 669](#).

<b>Credits</b>	<b>3-9</b>
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<b>Prerequisites</b>	<a href="#">PSYC 669</a>
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**PSYC 671: Statistical Analysis and Research Design I**

This course emphasizes: (a) the identification and formulation of research problems; (b) the utilization of research design strategies; and (c) an understanding of appropriate statistics such as one and two way analysis of variance; correlation and regression techniques and their applications.

<b>Credits</b>	<b>3</b>
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**PSYC 672: Statistical Analysis and Research Design II**

Using examples relevant to professional psychology; this course covers advanced issues in research design and analysis. Factorial and non-factorial designs; and single-subject designs are discussed. The statistical tests to be covered include ANOVA; including planned comparisons; and ANCOVA. The course emphasizes the appropriate selection and interpretation of designs and analysis for testing specific hypothesis or for conducting program evaluations.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 671</a>
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**PSYC 673: Statistical Analysis and Research Design III**

Using examples relevant to professional psychology; this course covers advanced issues in correlational research design and multivariate analysis. Multiple regression analysis; factor analysis; along with other multivariate statistics are covered. The course emphasizes the appropriate selection and interpretation of designs and analyses for testing specific hypotheses.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 672</a>
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**PSYC 674: Research in School Psychology**

This course is specifically focused on the design and evaluation of studies relevant to school psychology. A broad literature is contained within this focus; including that from educational psychology; special education; counseling psychology; clinical psychology; and school psychology itself. Students are expected to apply knowledge and skills learned from previous coursework in this sequence in order to develop their own research plan.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 672</a>
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**PSYC 678: Research Seminar**

A series of six research seminars are required for participants in the Powell Academic Leadership Program. These seminars are taken in consecutive semesters and consist of a sequence of supervised scholarly activities resulting in two completed and publishable research products.

<b>Credits</b>	<b>2</b>
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**PSYC 679: Pedagogy Seminar**

A series of four pedagogy seminars are required for participants in the Powell Academic Leadership Program. These seminars provide instruction; mentoring; and supervision for doctoral students acting as teaching assistants and primary instructors in undergraduate and graduate courses.

<b>Credits</b>	<b>2</b>
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**PSYC 685: Special Advanced Seminar I**

<b>Credits</b>	<b>3</b>
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**PSYC 687: Advanced Seminar: Early Childhood Services**

This course covers issues and topics specifically related to the expanded role of the school psychologist in the assessment and intervention with infants and toddlers. In a combination didactic and seminar format; students are exposed to current theory and research regarding the delivery of services to these children and their families; and are required to think critically about the various topics and issues emerging from this new focus. A practicum experience in an early childhood setting provides opportunities to practice assessment and intervention skills and a context for application of current research.

<b>Credits</b>	<b>3</b>
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**PSYC 692: Supervision and Administration of Psychological Services**

This course prepares psychologists to function in supervisory and administrative capacities in delivering human services in schools and other child and family-oriented settings. Students become familiar with important issues in these areas and understand organizations from systems perspective. The essential elements and models of effective supervision are also examined.

<b>Credits</b>	<b>3</b>
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**PSYC 695: Professional Practice Seminar**

This course examines the professional; legal and ethical practice of school psychology through lecture; discussion and readings. Focuses on the school psychologist as a systems level facilitator/change agent. Topics include special education regulations; the organization and structure of schools; effective facilitation within the system; ethical guidelines; identification and reporting of child abuse; and related issues.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">PSYC 603</a>
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**PSYC 699: Dissertation**

<b>Credits</b>	<b>1-12</b>
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**PUAD 510: Principles of Public Administration**

The course focuses on the theory; principles and practices of the management and operations of the functions of government. This course is the basic introduction to the discipline of Public Administration; its history; its development and its focus on both management principles and policy applications. The fundamental dichotomy of politics and administration will be examined; along with the linkages between the science and administration and how the practice of Public Administration has given rise to the fourth branch of American government.

<b>Credits</b>	<b>3</b>
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**PUAD 526: Translating Data to Impact**

<b>Credits</b>	<b>3</b>
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**PUAD 528: Public Sector Budgeting and Accounting**

This course introduces the theories and skills of public sector budgeting; including financing state and local governments; and examines how the maximization of societal return from public expenditures has developed in recent years. Skills such as revenue and expenditure forecasting; making adjustments due to uncertainties; and developing realistic alternatives are examined and practiced. Budget formulation and administration are emphasized with a view of providing the student with the basic understanding of constructing and managing a budget in the public and nonprofit sectors.

<b>Credits</b>	<b>3</b>
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**PUAD 531: Political Environment of Public and Community Services**

This course presents an overview of the political framework within which public and community service agencies operate; provides an understanding of some of the problems involved in implementing public service programs through the governmental structure; indicates where and how political decisions are made involving public services; and increases the student's ability to interact with his/her agency's political environment. This course also covers proposed responses to climate change/sustainability issues from a global perspective.

<b>Credits</b>	<b>3</b>
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**PUAD 535: Contemporary Issues in Health Care Management**

This course examines a range of contemporary health care delivery issues; notably: the impact of the AIDS and H1N1 crises; the rationing of health care resources in the US; the debate over health care coverage for the elderly; and a comparison of the American health care system with other national systems; with special references to the Canadian approach.

<b>Credits</b>	<b>3</b>
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**PUAD 537: Foundations of Non-Profit Management**

This course builds on the constructs of [PUAD 571](#) and provides an overview of nonprofit agency and charitable organization administration. This includes organizational structure; human resources issues; financing and budgeting with multiple funding sources; Board - staff relations and applicable management principles. Also covered are strategies for effective planning; administration and operations of programs and personnel. A specific focus of the course is public and non-profit agencies that provide services to children and families. This course also examines an array of ethical problems typical of management in human service agencies.

<b>Credits</b>	<b>3</b>
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**PUAD 541: Development and Grantsmanship**

This course introduces the analysis of research design and basic statistics and gives community services/public administration personnel the background to read and judge professional evaluation research as well as the ability to design and carry out basic program evaluation. This course also focuses on the role of grants in public and non-profit organizations with emphasis on techniques and resources of grantsmanship and the importance of grants and grantsmanship in the overall scheme of program planning and organization development.

<b>Credits</b>	<b>3</b>
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**PUAD 542: Legal Issues in Administrative Law**

This course provides an overview of legal issues arising in key areas of public administration. Topics include the structure of the American legal system; criminal and civil jurisdiction; and the role of administrative bodies.

<b>Credits</b>	<b>3</b>
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**PUAD 545: Legal and Regulatory Issues in Non-Profit Management**

In this class we examine the distinctions between for profit and nonprofit organizations; with a view toward ensuring that the nonprofit meets the formation and operational requirements to have and remain eligible for IRC Section 501 status. Students are introduced to the practical techniques of filing a Form 1023 or Form 1024; and what an applicant must show in order to receive tax exempt status. Operational issues such as charitable giving rules; the regulation of fund raising; nonprofit employee compensation and risk management and avoiding personal liability are also examined.

<b>Credits</b>	<b>3</b>
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**PUAD 550: Independent Study**

Academic inquiry into a particular area not covered in any established course; and carried on outside the usual instructor/classroom setting. A written Plan of Study is required.

<b>Credits</b>	<b>1-4</b>
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**PUAD 552: Race, Inequity and Public Policies**

<b>Credits</b>	<b>3</b>
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**PUAD 555: Families and Community Empowerment**

<b>Credits</b>	<b>3</b>
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**PUAD 561: Organizational Processes**

This course examines organizational problems in the delivery of human services at the local level including health care; public safety; education; counseling; rehabilitation; information and referral; and legal assistance. Organizational processes are analyzed in relation to the distinct goals and environmental and technological characteristics of client processing organizations.

<b>Credits</b>	<b>3</b>
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**PUAD 565: Computer Applications and Management Information Systems for Public Administration**

The application of computers to administrative problem solving is examined through such topics as the structure and function of computing systems; administrative applications; and the availability of computing resources. This course gives the student a fundamental and theoretical foundation for management information systems.

<b>Credits</b>	<b>3</b>
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**PUAD 571: Public Administration and Agency Management**

This course is intended for those who either are; or who may become; responsible for managing community service/public administration agencies and organizations. The emphasis is on the practical skills necessary for planning; problem analysis; and decision-making.

<b>Credits</b>	<b>3</b>
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**PUAD 581: Human Resources Administration**

This course develops skills for designing and implementing human resource systems and analyzes the importance of human resources to organizational performance of public sector and non-profit organizations. Current issues in human resources management are examined; including hiring; termination; performance evaluation; and the impact of global technology. The legal and regulatory framework of employment practices are investigated with the view of providing students with insight and skills to avoid grievances and legal challenges stemming from employment decisions.

<b>Credits</b>	<b>3</b>
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**PUAD 590: Field Work in Public Administration**

This course is required of students who have not had experience in a public/community service agency. Students intern in a public/community service agency under the guidance of a faculty member and an agency supervisor.

<b>Credits</b>	<b>2</b>
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**PUAD 596: Special Topics in Public Administration**

In this seminar; which accompanies the culminating Capstone project; we examine professional issues encountered in a variety of public administration settings. Intensive studies of theories; research and practice are based on applied issues that arise for the public administrator professional.

<b>Credits</b>	<b>3</b>
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**PUAD 597: Capstone I**

This 3 part course serves as the comprehensive examination and is the culmination requirement necessary to complete the Master's degree. In this course (part one of the sequence) students will be introduced to the fundamental roles of the public administrator. The focus includes analyses of key assignments from each course in the program. In addition; a professional statement will include the student's primary motivation for public service and a statement of guiding principles for public service and managerial decision-making. It will also include a set of short-term goals (up to two years out) and long-term goals (five to ten years out). The statement may include a discussion of the philosophical or theoretical perspectives that have influenced managerial and professional orientation; and/or a discussion of plans to obtain education; training; certifications; or skills; involvement in professional organizations; significant community involvement; and/or other relevant professional or service-oriented activities. This is the first of three 1 credit Capstone courses; each with specific markers for completion of the overall program professional portfolio.

<b>Credits</b>	<b>1</b>
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**PUAD 598: Capstone II**

This 3 part course serves as the comprehensive examination and is the culmination requirement necessary to complete the Master's degree. In this course (part two of the sequence) students will focus on informational interviewing and shadowing experiences. The purpose of an informational interview is to obtain information about an occupation of interest by talking to someone in that occupation (e.g. the CEO or CFO of a community-based organization).

Informational interviews help explore different occupations; clarify career goals and identify professional strengths and weaknesses before training for a specific career or making a career change. Informational interviews also help improve interviewing skills. A general set of guidelines to complete this e-portfolio component will be provided. This is the second of three 1-credit Capstone courses; each with specific markers for completion of the overall program professional portfolio.

<b>Credits</b>	<b>1</b>
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**PUAD 599: Capstone III**

This 3 part course serves as the comprehensive examination and is the culmination requirement necessary to complete the Master's degree. In this course (part three of the sequence) students will focus on a Professional Competency Matrix and submit their final portfolio. Students will complete a professional competency matrix for the program and for their portfolio.. The matrix identifies how the coursework completed in the program meets the universal standards established by the Network of Schools of Public Policy; Affairs; and Administration (NASPAA); a membership and accreditation organization of graduate education programs in public policy; public affairs and public administration. A current professional resume must be included in the e-portfolio; along with other program artifacts. This is the third of three 1-credit Capstone courses; each with specific markers for completion of the overall program professional portfolio.

<b>Credits</b>	<b>1</b>
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<b>Prerequisites</b>	<a href="#">PUAD 598</a>
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**RNEW 510: Advanced Power Systems**

This course covers steady and transient-state analysis and controls of power systems. Steady-state analysis such as power flows; optimal power flows; and unit commitment will be discussed. Transient-state analysis such as symmetrical/unsymmetrical faults; transient stability will be discussed.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	For <a href="#">RNEW 410/510</a>
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**SPED 541: Inclusion and Students with Autism**

Advanced seminar in issues related to schooling and students with autism. At a minimum; explores following foundational issues and practices: 1) supporting neurodiversity in the classroom; including students with autism; 2) evidence-based instructional methods; 3) communication; behavioral; and social supports including the use of assistive technologies; and 4) home-school collaborations.

<b>Credits</b>	<b>3</b>
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**SPED 542: Collaboration and Advocacy with Schools and Families**

Provides methods for working collaboratively with families and interagency personnel. Strategies for collaboration and professional advocacy related to the law and legal issues as well as instructional practice in order to create and sustain inclusive learning environments.

<b>Credits</b>	<b>3</b>
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**SPED 556: Introduction to Inclusive Schooling and Development**

This course involves understanding the characteristics of the range of disabilities; and specific instructional strategies and methods linked to learning processes and human development. Historical; philosophical; legal; cultural and ethical foundations of educating students with disabilities are examined.

<b>Credits</b>	<b>3</b>
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**SPED 557: Inclusive Curriculum & Instruction for Special Educators (all grades)**

Provides students an opportunity to explore and apply current pedagogy and trends in the education of students with disabilities (all grades). Students will learn about and engage in the collection and use of educational data to assess and teach students with disabilities. Educational planning; material adaptation; and curriculum development are also addressed. Emphasis is placed on creating access to curriculum and supporting students within the inclusive classroom; specifically within the content areas of reading; mathematics; social studies; and science. \*(Spring)

<b>Credits</b>	3
<b>Semester Offered</b>	Spring

**SPED 559: Multimodal Lit-Inclusv Classrm**

This course examines an expanded definition of text to include multimedia and visual texts. Using formal and informal assessment tools and assistive technology; methods of teaching literacy skills to SWD across content areas is taught.

<b>Credits</b>	3
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**SPED 564: Environmental Design and Humanistic Supports**

This course involves understanding the effects of classroom environment on student behavior and the development of positive behavioral supports including problem solving and conflict resolution strategies. Assignments include behavioral observation; assessment and intervention.

<b>Credits</b>	3
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**SPED 570: Special Education Practicum (all grades)**

This practicum involves understanding the characteristics of children with disabilities and the instructional strategies and methods used to facilitate their learning process. Students complete at least 70 days or 50 hours (depending on NYS exemption requirements) designing and delivering instruction to students with disabilities in pk-6 and 7-12 educational settings. The accompanying seminar provides opportunities for integration of experiences. The graduate program portfolio is a requirement of the course.

<b>Credits</b>	3
<b>Prerequisites</b>	<a href="#">SPED 557</a> and <a href="#">564</a>

**SPED 600: Topics in Special Education**

<b>Credits</b>	3
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**SPED 640: Multimodal Literacy in the Inclusive Classroom**

This course examines an expanded definition of text to include multimedia and visual texts. Using formal and informal assessment tools and assistive technology; methods of teaching literacy skills to SWD across content areas is taught.

<b>Credits</b>	3
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**SPED 645: Teaching Students with Learning Disabilities**

This course involves a study of a range of learning disabilities. Historical; philosophical and legal; foundations provide context for the examination of specific instructional strategies linked to the learning processes of students with learning disabilities.

<b>Credits</b>	3
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**SPED 650: Independent Study**

<b>Credits</b>	1-4
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**SPED 656: Teaching Students with Disabilities in Inclusive Classrooms**

This course involves understanding the characteristics of the range of disabilities; and specific instructional strategies and methods linked to learning processes and human development. Historical; philosophical; legal; cultural and ethical foundations of educating students with disabilities are examined.

<b>Credits</b>	3
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**SPED 658: Managing Students with Disabilities in an Inclusive Classroom**

This course involves understanding the effects of classroom environment on student behavior and the development of positive behavioral supports including problem solving and conflict resolution strategies. Assignments include behavioral observation; assessment and intervention.

<b>Credits</b>	3
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**SPED 669: Field Experience in Inclusive Teaching**

The field experience integrates literacy instruction and special education; highlighting means of supporting students who are struggling readers and students whose literacy problems may be rooted in mild to moderate disability. Each student is required to complete a minimum of 100 hours of field experience in B-6 literacy and special education settings. Fifty hours targets literacy instruction and 50 focuses on special education. Students are observed by university faculty; document field hours with cooperating teachers; complete specific course assignments within the field placement; and participate in a seminar. A program portfolio is the culminating assignment.

<b>Credits</b>	<b>3</b>
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**SPED 670: Special Education Practicum**

This practicum involves understanding the characteristics of children with disabilities and the instructional strategies and methods used to facilitate their learning process. Students complete at least 20 days designing and delivering instruction to children with disabilities at the developmental levels of certification sought. The accompanying seminar provides opportunities for integration of experiences. The graduate program portfolio is a requirement of the course.

<b>Credits</b>	<b>3</b>
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<b>Prerequisites</b>	<a href="#">SPED 645, 656, and 658</a>
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**SPED 671: Assessing and Evaluating Students with Disabilities**

This course focuses on the process of identifying; assessing; and diagnosing students with disabilities; including selecting; administering; and analyzing test data to develop individualized educational plans that are both culturally responsive and developmentally appropriate.

<b>Credits</b>	<b>3</b>
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# Faculty and Staff

## Current Faculty and Staff

For information on current faculty and Staff, please visit the Directory, available on the web via: <https://my.alfred.edu/directory/index.cfm>.

## Faculty Emeriti

Daniel D. Acton

BA, Muskingum College;

MBA, Miami (of Ohio);

DBA, Kent State University;

CPA, New York

J. Henry Smith Research Fellow; Professor of Accountancy, Emeritus

Vasanth R.W. Amarakoon

BSc, University of Ceylon (Sri-Lanka);

Bsc, University of Leeds (England);

PhD, University of Illinois

Professor of Ceramic and Electrical Engineering, Emeritus

Martha G. Anderson

BA, St. Olaf College;

MA, New York University, Institute of Fine Arts;

PhD, Indiana University

Professor of Art History, Emerita

Pamela A. Armstrong

BA, Chatham College;

MSEd, Alfred University;

MLS, SUNY at Geneseo

Research Services Librarian, Emerita

George W. Ball

BS, Union College;

MS, Rochester Institute of Technology;

MS, PhD, Syracuse University

Professor of Computer Science, Emeritus

Cecilia Beach

BA, Pomona College;

MA, Middlebury College;

DEA, Universite de Paris VII;

PhD, New York University

Professor of French, Emerita

Wesley E. Bentz  
BA, Whitman College;  
PhD, University of Rochester  
Kruson Distinguished Professor of Chemistry, Emeritus

Peer D. Bode  
BA, SUNY at Binghamton;  
MAH, SUNY at Buffalo  
Professor of Video Art, Emeritus

Bradley S. Bowden  
BS, Massachusetts;  
PhD, University of Connecticut  
Professor of Biology, Emeritus

Laurel Buckwalter  
BA, Houghton College  
University Carillonneur, Emerita

Vernon L. Burdick  
BS, MS, Alfred University;  
PhD, University of Missouri  
Professor of Ceramic Engineering, Emeritus

Stuart I. Campbell  
BA, MA, University of Oregon;  
PhD, University of Rochester  
Kruson Distinguished Professor of History, Emeritus

William B. Carlson  
B.Arch., PhD, Pennsylvania State University  
Professor of Systems Engineering and Product Design, Emeritus

William M. Carty  
BS, MS, University of Missouri-Rolla;  
PhD, University of Washington  
John F. McMahon Professor of Ceramic Engineering  
Director, Whitewares Research Center  
Program Chair, Ceramic Engineering, Emeritus

Jay Cerio  
BA, Syracuse University;  
MEd, St. Lawrence University;  
PhD, Boston College  
Dean, School of Graduate and Continuing Studies/AUNY, Emeritus

Robert A. Condrate  
BS, Worcester Polytechnic Institute;  
PhD, Illinois Institute of Technology  
Professor of Spectroscopy, Emeritus

Bruce Connolly  
BS, University of Rochester;  
MSLS, Syracuse University  
Public Services Librarian; Associate Librarian, Emeritus

Alastair N. Cormack  
BA, MA, Cambridge (England);  
MSc, PhD, University College of Wales  
Professor of Ceramic Science; Van Derck Frechette Professor of Ceramic Science, Emeritus

Stephen S. Crandall  
BS, Alfred University  
MLS, SUNY at Geneseo  
MBA, Alfred University  
Dean of Libraries; Director, Herrick Memorial Library; Emeritus

William B. Crandall  
BS, MS, Alfred University  
Associate Professor of Ceramic Science, Emeritus

Philip H. Crayton  
BA, Alfred University;  
MA, PhD, SUNY, Buffalo  
Professor of Chemistry, Emeritus

Luanne M. Crosby  
BME, MME, SUNY at Fredonia  
DMA Voice, Cleveland Institute of Music  
Professor of Music/Voice and Chorus, Emerita

J. Stephen Crosby  
BS, Alaska Pacific University;  
MFA, Florida State University  
Professor of Theatre, Emeritus

Paul T. Culley  
BS, Alfred University;  
MLS, SUNY at Geneseo  
Assistant Librarian, Emeritus

James F. Curl  
BA, Davidson;  
MA, Northwestern University;  
MEd, PhD, University of Pittsburgh  
Professor of Education, Emeritus

Anne C. Currier  
BFA, Art Institute of Chicago;  
MFA, University of Washington  
Kruson Distinguished Professor of Ceramics, Emeritus

Roger t. Douglass  
BA, Kansas;  
MA, University of Michigan;  
PhD, University of Kansas  
Professor of Mathematics, Emeritus

Frank G. Duserick  
BS, U.S. Naval Academy;  
MBA, Harvard University  
Kruson Distinguished Professor of Business Administration, Emeritus

William A. Earl  
BFA, MS, Alfred University  
Associate Professor Ceramic Engineering and Science, Emeritus

Stephen D. Edwards  
BA, San Jose State University;  
MFA, Illinois State University  
Professor of Glass, Emeritus

Jinghong Fan  
BS, Shanghai Jiao Tong University;  
MS, PhD, University of Cincinnati  
Professor of Mechanical Engineering, Emeritus

John R. Foxen  
BA, Morningside College;  
MA, PhD, Iowa State University  
Dean, College of Liberal Arts and Sciences,  
Professor of Speech and Dramatic Art, Emeritus

Roger Freeman  
BA, University of Wisconsin;  
MS, Illinois Institute of Technology  
Professor of Photography, Emeritus

Addison E. Frey  
BS, Ohio University;  
PhD, University of Pittsburgh  
Associate Professor of Mathematics, Emeritus

Edward Gaughan  
BA, King's College; Ed.M., Ph.D., Temple University  
Professor of Psychology, Emeritus

Andrea Gill  
BFA, Rhode Island School of Design;  
MFA, Alfred University  
Professor of Ceramics, Emerita

John C. Gilmour  
BA, Maryville University; Ph.D., Emory University  
Kruson Distinguished Professor of Philosophy, Emeritus

Gordon Godshalk  
BS, University of California;  
MS, PhD, Michigan State University  
Professor of Biology, Emeritus

## Faculty and Staff

---

Louis Greiff

BA, New York University;  
MA, PhD, Syracuse University  
Professor of English, Emeritus

Arthur L. Greil

BA, Syracuse University;  
MA, PhD, Rutgers University  
Professor of Sociology, Emeritus

Laura Greyson

BA, University of California;  
PhD, Rutgers University  
Professor of Political Science, Emerita

Elizabeth Gulacsy

BA, MLS, George Peabody College  
Art and Serials Librarian; College Archivist; Associate Librarian, Emerita

William M. Hall

BA, State University of New York, Geneseo;  
MA, PhD, Syracuse University  
Provost, Emeritus

Robert A. Heineman

BA, Bradley University;  
MS, PhD, American University  
Kruson Distinguished Professor of Political Science, Emeritus

Dean W. Hoover

BA, Hiram College;  
MA, University of Denver  
Professor of Mathematics, Emeritus

Sharon Hoover

BS, Kent State University;  
MS, Montana State University;  
MA, PhD, State University of New York, Buffalo  
Professor of English; Fred H. Gertz Professor of English, Emerita

Benjamin W. Howard

BA, Drake University;  
MA, PhD, Syracuse University  
Professor of English, Emeritus

John C. Howard

AB, Boston College;  
MBA., Columbia University;  
PhD, Pennsylvania State University  
Professor of Marketing, Emeritus

Carla C. Johnson

BA, University of Pennsylvania;

## Faculty and Staff

---

MLS, SUNY at Geneseo;  
MSEd, Alfred University  
Dean, AU Libraries, Director, S. R. Scholes Library; Librarian, Emerita

Paul F. Johnson III  
BS, Alfred University;  
ME, PhD, University of Florida  
Professor of Ceramic Engineering, Emeritus

David Kowalewski  
BA, Mt. Angel College;  
MA, PhD, University of Kansas  
Professor of Political Science, Emeritus

Thomas Lacagnina  
BFA, MFA, Rochester Institute of Technology  
Associate Professor of Wood Design, Emeritus

Patricia Lacourse  
BS, SUNY at Stony Brook;  
MA, Alfred University;  
MLS, Syracuse University  
Associate Librarian, Emerita

William C. LaCourse  
BS, MS, SUNY at Stonybrook;  
PhD, Rensselaer Polytechnic Institute  
Kruson Distinguished Professor of Glass Science, Emeritus

James T. Lancaster  
BSEE, Tennessee Polytechnic;  
MS, PhD, Virginia Polytechnic Institute  
Professor of Electrical Engineering, Emeritus

Barbara Lattanzi  
BFA, Art Institute of Chicago;  
MA, SUNY at Buffalo  
Associate Professor of Interface Design and Motion Graphics, Emerita

Wallace B. Leigh  
BS, University of Utah;  
PhD, Engineering, Northwestern University  
Professor of Electrical Engineering, Emeritus

Eugene A. Lovelace  
BA, Harpur College;  
MS, PhD, University of Iowa  
Professor of Psychology, Emeritus

Francis R. McBride  
BA, University of Notre Dame;  
MLS, SUNY Geneseo  
Associate Librarian, Emeritus

## Faculty and Staff

---

Thomas K. Mcdowell

BS, MS, Central Michigan University

Associate Professor of Computer Science, Emeritus

Arolana M. Meissner

BA, Ripon College;

MLS, University of Maine

University Librarian, Emerita

David C. Meissner

BA, Ripon College;

PhD, University of Maine

Professor of Psychology, Emeritus

Eugene Monroe

BS, University of Wisconsin;

MS, PhD, University of Illinois

Associate Professor of Ceramic Science, Emeritus

Roger H. Moritz

BS, Valparaiso University;

MS, PhD, University of Pittsburgh

Cole Professor of Applied Mathematics, Emeritus

Sharon Morrison

BS, SUNY/Oswego; M.S., University of Missouri;

MS, University of Nebraska

Associate Professor of Education, Emerita

Otto Muller

BA, MS, PhD, University of Rochester

Professor of Geology, Emeritus

Robert A. Myers

BA, Davidson College;

MA, PhD, University of North Carolina;

MPH, Harvard University

Professor of Anthropology and Public Health, Emeritus

Henry Nebel

PhD, SUNY at Buffalo

Professor of Physics, Emeritus

Dolun Oksoy

BS, University of Ankara;

MA, PhD, Union College

Professor of Management Science and Information Systems, Emeritus

Marc Olshan

BS, Cornell University;

MA, Columbia University;

PhD, Cornell University

Professor of Sociology, Emeritus

Gary B. Ostrower  
BA, Alfred University;  
M.A., Ph.D., University of Rochester  
Kruson Distinguished Professor of History, Emeritus

Thomas V. Peterson  
BA, Stanford University;  
MTS, Harvard Divinity School;  
MA, PhD, Stanford University  
Professor of Religion, Emeritus

Carlson C.P. Pian  
BSE, MSE, PhD, University of Michigan  
Professor of Mechanical Engineering, Emeritus

J. Robert Pipal  
BS, Iowa State University;  
Ph.D., Massachusetts Institute of Technology  
Professor of Chemistry, Emeritus

Beverly Potter  
Registrar, Emerita

Becky B. Prophet  
BA, Alfred University;  
MA, PhD, University of Michigan  
Professor of Theatre, Emerita

L. David Pye  
BS, PhD, Alfred University  
Professor of Ceramic Engineering and Dean, Emeritus

Thomas H. Rasmussen  
AB, Earlham College;  
PhD, Syracuse University  
Professor of Political Science, Emeritus

James P. Rausch  
BA, MA, PhD, Kent State University  
Professor of Biology, Emeritus

James S. Reed  
BS, Pennsylvania State University;  
PhD, Alfred University  
Kruson Distinguished Professor of Ceramic Engineering, Emeritus

Abderrahman Robana  
BSBA, MBA, Washington University of St. Louis;  
PhD, New York University  
Professor of Finance and Business Administration, Emeritus

Angela M. Rossington  
AAS, Alfred State College;

## Faculty and Staff

---

BS, Alfred University;  
MS, SUNY at Buffalo  
Professor of Nursing, Emerita

David R. Rossington  
BS, PhD, Bristol (England)  
Professor of Physical Chemistry, Emeritus

Donald Royce-Roll  
BS, University of Nebraska;  
MA, Michigan State University;  
PhD, Cornell University  
Professor of Art History, Emeritus

Amy Rummel  
BSc, Juniata College;  
MSc, PhD, Purdue University  
Jon & Mary Tabor Chair in Family Business  
Professor of Marketing, Emerita

Walter A. Schulze, Jr.  
BS MS, PhD, Pennsylvania State University  
Professor of Ceramic Engineering and Materials Science, Emeritus

James E. Shelby, Jr.  
BS, MS, PhD, University of Missouri  
Professor of Glass Science, Emeritus

Mark A. Smith  
BMEd, SUNY at Fredonia;  
MSEd, Elmira College;  
MLS, SUNY at Buffalo  
Associate Dean, AU Libraries;  
Director, S.R. Scholes Library; Emeritus

Stuart E. Smith  
BA, MEd, University of Rochester;  
EdD, Syracuse University  
Professor of Education, Emeritus

Harrie Stevens  
BS, Alfred University; PhD, Rutgers  
Professor of Glass Science, Emeritus

Paul Strong  
BA, Colby College;  
MA, PhD, University of Wisconsin  
Kruson Distinguished Professor of English, Emeritus

Susan Strong  
BA, University of Wisconsin-Madison;  
MLS, SUNY Geneseo;  
PhD, University of Rochester  
Reference and Assessment Librarian, Emerita

Jianxin Tang

BS, Guangxi University (China);

MS, University of Bridgeport;

PhD, University of Connecticut

Professor of Electrical Engineering, Renewable Energy Engineering, Emeritus

Jenifer Taylor

BS, University of Washington;

MSeD, PhD, Alfred University

Associate Professor of Ceramic and Electrical Engineering, Emerita

G. David Toot

BS, Mount Union College; PhD, University of Colorado

Professor of Physical Sciences; Director of Stull Observatory, Emeritus

Fred Tschida

AA, Univ Minnesota;

BA, St Cloud University;

MFA, University of Minnesota

Professor of Glass, Emeritus

James R. Varner

BS, MS, PhD, Alfred University

Kruson Distinguished Professor of Ceramic Engineering, Emeritus

Arun K. Varshneya

BSc, Agra (India);

BSc, Sheffield (United Kingdom);

MS, PhD, Case Western Reserve University

Professor of Glass Science and Engineering, Emeritus

Frances A. Viggiani

BA, University of Massachusetts;

MRP, PhD., Cornell University

Associate Professor of Management, Emerita

Barbara R. Ware

BA, Alfred University;

ALAA, Australia

Assistant Librarian, Emerita

Michael W. Webb

BSc, PhD, Bristol (England)

Professor of Physics, Emeritus

Katherine D. Wiesendanger

BS, MEd, University of Maine;

EDS, Southwestern Louisiana University,

EdD., Mississippi State University

Kruson Distinguished Professor of Education, Emerita

Robert C. Williams

AB, The College of the Holy Cross;

MA, PhD, University of Illinois

Professor of Mathematics; Cole Professor for Applied Mathematics, Emeritus

M. Kevin Wixted  
BA, MA, Bloomsburg University  
Professor of Painting, Emeritus

Glenn E. Zwegardt  
BFA, Wichita State University;  
MFA, Maryland Institute College of Art  
Professor of Sculpture, Emeritus

Nancy E. Furlong  
B.A., SUNY at Fredonia; M.A., University of Dayton;  
Ph.D., University of Pittsburgh  
Professor of Psychology, Emerita

Nancy Evangelista  
VA, Western Michigan University;  
MS, PhD Syracuse University  
Professor of School Psychology  
Dean, College of Professional Studies, Emerita

Cheryld Emmons  
BS, Siena College;  
MS, Bowling Green State University;  
PhD, University of Florida  
Professor of Biology, Emerita

David DeGraff  
BS, St. Lawrence University  
MS, PhD, University of North Carolina  
Professor of Physics and Astronomy, Emeritus

Michele Hluchy  
BA, Colgate University;  
MS, PhD, Dartmouth College  
Professor of Geology and Environmental Studies, Emerita

Karen Porter  
BA, SUNY at Potsdam  
MA, PhD, Syracuse University  
Professor of Sociology, Emerita

Walter McConnell  
BFA, University of Connecticut;  
MFA, Alfred University  
Professor of Ceramic Art, Emeritus

Mary McInnis  
BA, University of California;  
MA, PhD, Boston University  
Professor of Art History, Emerita

Joseph Scheer

BFA, Alfred University;

MA, MFA, University of New Mexico

Professor of Print Media, Emeritus

Joseph Rosiczkowski

BS, MS, PhD, Clarkson University

Associate Professor of Mechanical Engineering, Emeritus