

SYRACUSE UNIVERSITY

Syracuse University Bulletin

**GRADUATE
COURSE CATALOG**

2010-2011



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Syracuse University Graduate Catalog 2010-2011

Welcome!

Welcome to Syracuse University's online course catalog. In this searchable resource you'll find detailed information about all of the schools, colleges, and hundreds of distinct degree programs offered by Syracuse University at every level, including descriptions of the faculty and related courses. You also will find descriptions of many special opportunities and entities that enhance academic life at SU, such as study abroad programs and centers for interdisciplinary learning.

Those of you already familiar with SU will find here the specifics that you seek and we invite those not yet familiar with us to explore the full breadth and depth of our academic offerings. Whatever your level of familiarity, we're sure that as you learn more about SU, you will find abundant reflections of our institutional vision to use our vast intellectual resources to transform the world for the better.



Eric F. Spina
Vice Chancellor and Provost

A handwritten signature in black ink that reads "Eric F. Spina". The signature is written in a cursive style with a horizontal line underneath.

The Syracuse University Undergraduate Course Catalog and Graduate Course Catalog are published online annually in July and are primarily intended for use by currently enrolled students, faculty, and staff. The catalogs provide an overview of the University's curriculum, academic programs, facilities, and educational resources. They also include University academic policies, rules, regulations, and procedures; information about degree and certificate programs, including degree requirements; a listing and description of courses; and faculty information. Links to other related information are also included.

The information concerning academic requirements, courses, and programs of study contained in the publication does not constitute an irrevocable contract between the student and the University. The University reserves the right to change, discontinue, or add academic requirements, courses, and programs of study. Such changes may be made without notice, although every effort will be made to provide timely notice to students. It is the responsibility of the individual student to confirm that all appropriate degree requirements are met.

About Syracuse University

Syracuse University, located in the City of Syracuse in the center of New York State, is a private coeducational university comprising 12 undergraduate and graduate schools and colleges. Founded in 1870, the University today has an enrollment of 11,800 undergraduate and 4,800 graduate students representing all 50 states, more than 100 countries, and a variety of social and economic backgrounds.

A leader in quality graduate education, Syracuse combines the supportive network of a small college with the superior resources and enhanced opportunities needed for students to achieve their academic and professional goals. Students will learn from world-class faculty, assist in critical research, collaborate across disciplines, and immerse themselves in an active intellectual, cultural, and social community. As part of the University's expansive mission of Scholarship in Action, they also will have numerous opportunities to engage with the larger community, putting their learning to work on pressing local and global issues.

Syracuse University's picturesque main campus reflects its rich heritage, with an architectural mix of classic and contemporary academic buildings. The Hall of Languages and its early hillside companion, Crouse College, are listed in the National Register of Historic Places. At the heart of the campus is its sweeping "Quad"—an open expanse of lawn and walkways, and a popular gathering place for students throughout the day.

The University is chartered by the New York State Board of Regents and accredited by the Middle Atlantic States Association of Colleges and Secondary Schools. Accreditation for each of the professional colleges and schools accords with the regulations of the appropriate professional association. Syracuse has been a member of the prestigious Association of American Universities since 1967.

Tuition And Fees

Bursar Operations publishes the Syracuse University Bulletin: *Tuition, Fees, and Related Policies*, which provides information about tuition, room, meal plans, and other University fees. This publication is available online at <http://bursar.syr.edu>

Academic Calendar

The SU Academic Calendars through Summer 2012 are available at registrar.syr.edu/acadcalendars/index.html

Admissions And Financial Aid

Undergraduate

To receive information about undergraduate admissions, please contact the Office of Admissions, 100 Crouse-Hinds Hall, 900 South Crouse Avenue, 315-443-3611, or send an e-mail to orange@syr.edu. Visit our web site at admissions.syr.edu

Financial Aid

To receive information about financial aid, please contact the Office of Financial Aid and Scholarship Programs, 200 Archbold North, 315-443-1513, or send an e-mail to finmail@syr.edu.

Graduate

POST-SECONDARY EDUCATION REQUIREMENTS

To be considered for admission, an applicant to a graduate program at Syracuse University must provide official documentation of having earned at least a U.S. bachelor's degree or its equivalent from another country before enrolling at Syracuse. Some programs require a master's degree and in such cases this must be officially documented before enrollment as well (often a minimum of three years of study beyond the B.S. degree is required for students pursuing a doctoral degree). International applicants must have graduated from colleges or universities that are recognized by the national educational authorities of their home countries.

GENERAL REQUIRED MATERIALS

Individuals interested in applying to a graduate program offered at Syracuse University must complete an official graduate application and submit one copy of records of all previous postsecondary education. Contact the Registrar's Office of each higher educational institution that you attended and have one copy of your transcript(s) sent to Syracuse University. Most departments also require three letters of recommendation and scores from standardized aptitude tests. (The graduate application Program Requirements List for each school/college list the specific tests required by each academic unit.)

INTERNATIONAL STUDENTS

Those applicants whose primary language of instruction has not been English must take the Test of English as a Foreign Language (TOEFL). Each academic unit establishes acceptable scores and may also require other demonstrations of English language competence. Details are available from academic units directly.

An international applicant, if admitted, will need Syracuse University to issue a visa eligibility document to obtain a student visa. You must show evidence of having secured sufficient funding for at least the first year of graduate study. All financial documents must be written in English and valid within one year of the start of the semester. Please note that it is only possible to estimate the annual cost of attendance for graduate students because costs vary widely according to the number of credits taken as well as the lifestyle of the student.

Nonimmigrant Alien Students

Syracuse University is authorized under federal law to enroll nonimmigrant alien students.

Graduate Financial Assistance

Through its own and outside programs, Syracuse University provides financial assistance to many graduate students. Awards offered by the University, include Syracuse University Graduate Fellowships, Ronald E. McNair Postbaccalaureate Graduate Fellowships, Syracuse University Graduate African American Fellowships, Syracuse University Graduate Scholarships, and Graduate Assistantships (teaching, research, and administrative). In addition, there are a number of Graduate awards administered jointly by the Graduate School and individual departments. These include the Creative Writing Fellowship, the Elois K. Heaton Fellowship, the Cornelia Carhart Ward Fellowship, and the Whitney Young Fellowship.

Graduate students are encouraged to seek support for their studies from sources outside of the University as well. External graduate awards include such programs as Fulbright Scholarships, National Science Foundation, Ford Foundation, and Jacob Javits Fellowships.

Reference guides listing external award opportunities may be found in most major public libraries and academic libraries. Guides such as the Annual Register of Grant Support, Peterson's Grants for Graduate Study, The Grants Register, the Directory of Financial Aid for Women, and the Directory of Financial Aids for Minorities are particularly useful. The World Wide Web also contains a number of related resources.

More information about merit-based financial aid can be obtained by contacting academic departments. Need-based aid programs such as government guaranteed loans, College Work Study, and, for New York residents, the Tuition Assistance Program (TAP) are administered by the University's Office of

Financial Aid, 200 Archbold, Syracuse University, Syracuse NY 13244-1140; 315-443-1513.

See the Graduate School website for additional information and deadlines.

Hours Of Operation

ACADEMIC SEMESTER

Academic Buildings

Monday-Friday 7 a.m. to 10:30 p.m.

Weekends and Holidays open by arrangement

Check with the Dean's Office of each college for specific building's hours.

E.S. Bird Library

Monday-Thursday 8 a.m. to midnight

Friday 8 a.m. to 10 p.m.

Saturday 10 a.m. to 10 p.m.

Sunday 10 a.m. to midnight

Holidays closed

Extended hours adapted to semester schedule.

Click "Hours of Service" on the library's web site: library.syr.edu

Student Activities

Open by arrangement.

SUMMER SESSIONS

Academic Buildings

Monday-Friday 7:30 a.m. to 4:30 p.m.

Weekends and holidays open by arrangement

Check with the Dean's Office of each college for specific building's hours.

E.S. Bird Library

Monday-Thursday 8 a.m. to 10 p.m.

Friday 8 a.m. to 6 p.m.

Saturday 10 a.m. to 6 p.m.

Sunday noon to 8 p.m.

Student Activities

Open by arrangement.

Graduate, Law and other professional schools expand schedules during certain periods. Information on specific academic programs and activities can be verified by calling 315-443-1870.

University Facilities

Syracuse University students learn, study, and play among the 300 buildings on 900 acres that make up the campus. The University's 138-year history is

reflected in buildings across campus, with architectural styles ranging from Romanesque to modern. Fifteen buildings are listed in the National Register of Historic Places.

The University's Main Campus contains 170 buildings that are used for academics, University-operated housing, food services, and other auxiliary operations. South Campus includes the Manley Athletic Complex, Hookway playing fields, Goldstein Student Center, student housing, athletic facilities, and administrative and research facilities.

SU's 12 graduate and undergraduate colleges have their own distinct spaces on campus:

- The humanities programs of the College of Arts and Sciences is concentrated in the Hall of Languages, Huntington Beard Crouse Hall, and the Tolley Humanities Building. Facilities for instruction and research in the sciences are located in the Life Sciences Facility, Physics Building, Heroy Geology Laboratory, the Carnegie Library, and the Center for Science and Technology.
- The Maxwell School of Citizenship and Public Affairs is housed in Maxwell Hall and Eggers Hall.
- The College of Visual and Performing Arts comprises the School of Art and Design, Department of Drama, Setnor School of Music, Department of Transmedia, and Department of Communication and Rhetorical Studies. The School of Art and Design is located in Crouse College, the Comstock Art Facility, Smith Hall, The Warehouse in downtown Syracuse, and the Dorothea Ilgen Shaffer Art Building. The Department of Drama is located in the Regent Theatre Complex, which also houses Syracuse Stage, a regional equity theater company. The Setnor School of Music is located in Crouse College. The Department of Communication and Rhetorical Studies is located in Sims Hall. The University Art Collection is housed adjacent to the Joe and Emily Lowe Art Gallery in Sims Hall.
- The School of Architecture is located in Slocum Hall on campus and in The Warehouse in downtown Syracuse.
- The L.C. Smith College of Engineering and Computer Science is housed in Link Hall, the Center for Science and Technology, the Syracuse Center of Excellence Headquarters, Bowne Hall, and the Institute for Sensory Research located on South Campus.
- The College of Law is located in E.I. White Hall, Grant Hall, Barclay Law Library, and McNaughton Hall.
- The College of Human Ecology includes the Departments of Nutrition and Hospitality Management housed in Lyman Hall; the Department of Child and Family Studies, Department of Marriage and Family Therapy, and the Health and Wellness Program, located at 426 Ostrom Avenue; the Department of Sport Management, located at Drumlins Country Club; and the School of Social Work, located in Sims Hall. Administrative offices for Student Services are in Sims Hall, and the Dean's Office is located at 119 Euclid Avenue.
- The Martin J. Whitman School of Management is housed in the School of Management building, located at University Avenue and Marshall Street.
- The S.I. Newhouse School of Public Communications is located in a three-building complex along University Place, including the most recently constructed building, Newhouse 3.
- The School of Information Studies is located in Hinds Hall.
- The School of Education is housed in Huntington Hall, north of Main Campus. The school's Hoople and Gebbie clinics are located adjacent to Huntington Hall.
- University College is located at 700 University Avenue, between Marshall and Adams streets. Overseas, SU Abroad houses programs in Florence and London, along with other sites. Nationally, SU maintains a presence in New York City at the Joseph I. Lubin House, in Washington, D.C., at the Paul Greenberg House, and in California at the SU in LA offices. A variety of programs and events draw alumni, students, and friends to the centers.

Student Life Facilities

Students have a variety of housing options on Main Campus and South Campus. They can live in single rooms, double rooms, and suites in residence halls and apartments. Students can grab a meal or a snack at any of the five dining centers or several snack bars around campus. The Schine Student Center is the hub of activity on Main Campus, housing a food court, auditorium, gallery, lounges, meeting rooms, game room, and student organization offices. The Schine also houses the main campus bookstore, which also has several on campus branches. The Carrier Dome is home to sporting events, Commencement, and musical and cultural events. An international student center, LGBT resource center, counseling center, off-campus and commuter office, the Women's Building, Watson Theater, Robert B. Menschel Media Center, and several other facilities accommodate student services and extracurricular programs.

Recreation facilities abound throughout campus. Archbold Gymnasium, Flanagan Gymnasium, the Women's Building, Ernie Davis Hall, and Marshall Square Mall contain fitness centers, swimming pools, gymnasiums, exercise rooms, dance studios, and courts for racquet sports. Manley Field House also is available for indoor recreation and student activities. Outdoor tennis courts and playing fields are located on both Main and South campuses. The Goldstein Student Center on South Campus serves Skytop and Slocum Heights students. The Tennity Ice Pavillion offers skating rinks for recreational and intramural skating sports. Hendricks Chapel, on Main Campus, sits majestically on the Quad as the focus of programs of the dean of the chapel. The St. Thomas More Chapel serves Roman Catholic students, and the Winnick Hillel Center for Jewish Life serves Jewish students.

Auxiliary Operations

Auxiliary service facilities include University Health Services and the Goldstein Alumni and Faculty Center. University administrative functions are conducted in Crouse Hinds Hall, the Women's Building, Steele Hall, the Schine Student Center, and at 111 Waverly Avenue on Main Campus and in the Skytop Administrative Services Building and 621 Skytop Road on South Campus.

Academic Computing Services and facilities for administrative data processing are located in the new Green Data Center and Machinery Hall, with administrative offices located in the Center for Science and Technology.

The State University College of Environmental Science and Forestry (ESF) is situated on its own campus, adjacent to Main Campus.

Library

On the web at library.syr.edu, the Syracuse University Library supports teaching, learning, and research at the university by providing a wide array of on-site and online resources and associated research support services. Library hours are extensive, with 24-hour access in Bird Library from Sunday through Friday during the academic year. Libraries are equipped with wireless access, laptops for loan, and provide a variety of study spaces, including group study rooms, individual study carrels, and a quiet reading room. Librarians and library staff provide both in-person and web-based services via chat, email, Facebook, and other venues. Faculty use the library's course reserve service to make supplementary readings available online and in print.

The SU Libraries include:

- E.S. Bird Library, which is home to a new Learning Commons, Pages (café), library administrative offices, and the Special Collections Research Center;
- The Science and Technology and Mathematics libraries, both housed in the Carnegie Building on the Quad;
- The Geology Library, adjacent to the Geology department in Heroy, and;
- The Architecture Reading Room, located in Slocum Hall.

Other separately administered campus libraries include the Martin Luther King, Jr. Memorial Library (African-American Studies Department), the H. Douglas Barclay Law Library (College of Law), and Moon Library (SUNY College of Environmental Science and Forestry). All library collections are represented in the Library's online catalog on the web.

The library's diverse collections in all university academic disciplines include more than 3.1 million printed volumes, over 16,000 online and print journals, as well as extensive collections of maps, images, sound and video recordings, music scores, microforms, rare books and manuscripts. An interlibrary loan service delivers needed materials not owned by SU Library. Library workstations, including Macs and PCs, are equipped with standard campus software applications; also available are specialized software for multimedia production and adaptive technologies for disabled users. Web resources are accessible to SU-affiliated users from any location, including residence halls, off-campus apartments, and international centers.

Information Technology And Services

Center for Science and Technology, 315-443-2677

ITS.syr.edu

help@syr.edu

Students at Syracuse University have access to a broad range of computing and information technology services. The services include high-speed wired and wireless Internet connections in buildings across campus, including wireless in all residence halls; high-tech, multimedia classrooms and collaborative spaces; e-mail; web conferencing; and campus computer labs equipped with the latest software technologies used in academic coursework, including statistical analysis, database management tools, and multimedia applications. Students also have access to space on the central computing system for file storage and for creating personal Web pages. More than 2,800 classes are supported via Blackboard, an online learning environment that enables anytime, anywhere student engagement. MySlice provides every student a secure, online gateway to all essential University resources including the course catalog, class registration and schedules, grades, transcripts, and accessing financial aid, tuition, housing and meal plan information and services. Additional computing resources for specific academic programs and research activities are available through the University's schools and colleges. SU is a leader in developing and using World Wide Web technologies and is a member of the Internet 2 consortium. SU's new Green Data Center is a showcase of world-class innovations in advanced energy-efficient information technology and building systems, making it one of the world's "greenest" computer centers.

Getting help

In addition to maintaining the University's computing and network services, Information Technology and Services (ITS) provides students with a variety of support options:

- General information about SU computing and services offered by ITS can be found by searching the ITS public web site at its.syr.edu.
- Help with NetID account issues is available on the ITS NetID Services web page at netid.syr.edu.
- Students, faculty and staff can visit one of the ITS Service Centers. Center locations, hours and services are available on the ITS web site at its.syr.edu/support/student.cfm.
- Students, faculty and staff can call the ITS Service Centers at 315-443-2677, or e-mail help@syr.edu.
- Online support information is available at answers.syr.edu.

Health Services

Located on campus at 111 Waverly Avenue, Syracuse University Health Services (SUHS) specializes in college health and serves the health care needs of SU and SUNY ESF students. SUHS provides student-centered ambulatory health care. On campus services include:

- Office visits
- Allergy injections
- Immunizations, vaccines
- Laboratory
- Ambulance & nonurgent medical transport
- Travel medicine
- Nutrition Counseling
- Pharmacy
- Health education
- Public health monitoring and oversight

Office visits are provided by appointment. To make an appointment, call 315-443-9005.

Xray services and referral for specialty consultation can be arranged by the medical provider.

Confidentiality

Medical records are maintained for all students and all information is kept confidential and protected by the Health Insurance Portability and Accountability Act. Protected health information can ONLY be released with written consent of the patient.

Ambulance

Syracuse University Ambulance (SUA) provides basic life-support-level emergency medical and other services to the SU and SUNY ESF communities. For ambulance service, call 711 from a campus phone, #SU from a cell phone, or 315-443-4299.

Health Insurance

The University strongly recommends that students carry health insurance to cover expenses not covered by the Health Fee and medical expenses incurred outside of Health Services such as specialized care, emergency room care, and hospitalization. Students should always carry their health insurance information with them. For students who do not have a health insurance plan or are not adequately covered, the University offers a student health insurance plan designed specifically for university students. For more information, call 315-443-2668.

Immunization Requirements

All students are required to provide the following immunization information:

- Proof of immunity to measles, mumps, and rubella
- A completed response related to meningococcal meningitis vaccine indicating that the student has received and reviewed related information, and that he or she has either been immunized within the preceding 10 years or has opted not to obtain immunization against meningococcal disease.

Additional information is available at students.syr.edu/health.

Career Services

Suite 235, Schine Student Center
(315)443-3616
Careerservices.syr.edu

Career Services is here to help students design their college experience and apply it to the world of work. From deciding on a major to searching for internships to preparing for interviews, Career Services provides individualized career guidance. Additionally, the office hosts large-scale events and programs that connect students with employers and SU alumni in their desired career fields.

Students are encouraged to utilize both the central Career Services office in the Schine Student Center, as well as the career office in their home school/college. Visiting both offices early in their college careers is recommended.

A brief description of services:

Career advising and guidance. Through advising sessions, formal assessments, and informational resources, the office's career counselors can help students gain clarity in their academic and career interests. For students who know exactly what field they wish to pursue, counselors can assist in strategizing the internship/job search process. They can also help students build application documents such as resumes and cover letters, and strengthen interview skills. One special service provided by the office is the registration of internships for academic credit (discussed in more detail in Elective Internships).

Alumni Networking. The Mentor@SU program is a valuable resource for students as they explore careers and break into the working world. Mentor@SU matches up current students with SU alumni mentors in their particular career fields. Each summer, SUccess In The City networking events allow students to meet with mentors and other established SU alumni in several geographic locations across the country, including New York City, Boston, Los Angeles, Washington D.C., and Chicago.

Employer Connections. Each semester, Career Services hosts large-scale career fairs to connect students with employers in their desired industries. Typically, more than 100 employers attend these fairs, seeking to hire for internship and full-time positions. Additionally, Career Services manages OrangeLink, a searchable database which stores all of the internship and job postings submitted to SU from employers. OrangeLink, accessible to all SU students and alumni, is a particularly effective way to identify and apply for relevant positions. Career Services also regularly provides workshops for classes, student organizations, residence halls, and other groups on campus.

For more information about Career Services, or to schedule an appointment with a career counselor, please call (315)443-3616.

Syracuse University Internship Opportunities

113 Euclid Avenue, 315-443-4271
<http://careers.syr.edu/internships.htm>

The Syracuse University Internship Program (SUIP) is an academic unit of the University. It is responsible for arranging local and national internships that carry academic credit, and are offered each semester and during summer sessions.

SUIP is not a degree program, and does not offer its own curriculum. Rather, SUIP facilitates internships in most career areas, and makes information about these available to graduate and undergraduate students from across the University. Students may participate in the program subject to the provisions and regulations of the college in which they are enrolled.

The Syracuse University Internship Program is staffed by students supervised by a full-time program director, a full-time student advisor, and a half-time administrative assistant. SUIP student coordinators serve in a peer advisor capacity, assisting students with the selection of internships and assisting the non-student staff to monitor intern progress during the field experience. Interns are encouraged to maintain contact with the SUIP staff throughout the field experience to discuss their progress.

THE PROGRAM

SUIP internships provide students with opportunities to apply what they have learned in the classroom, explore career options, develop specific career skills, and become involved with community service.

Each intern is guided by a faculty sponsor, a faculty member who has expertise relevant to the internship. The sponsor helps the student set goals for the internship and decide on the method of evaluating the experience. Interns may be required to keep journals, complete portfolios, or work on projects and papers. The faculty sponsor also awards the grade for the internship.

Supervisors in participating organizations guide and monitor interns at the internship sites. The supervisors introduce the interns to the organization, explain operating procedures, discuss projects and assignments, answer questions, and provide feedback concerning the progress of the interns. At the end of the internship, the supervisors evaluate the interns' work. This becomes part of the faculty member's final evaluation of student achievement.

INTERNSHIP OPPORTUNITIES

SUIP offers internships in the fields of arts, business, communications, computer and information science, education, environmental science, government, law, medical and health sciences, museology, public affairs, and social services. In addition, SUIP offers the Independent Internship Option, which permits students to develop their own internships, each of which must be approved by the faculty sponsor and the director of SUIP. Some students structure independent internships in the Syracuse area during the semester; others use summer sessions either to take independent internships in their home towns, or to participate in an internship elsewhere in the United States.

Once accepted for an internship, students must complete a learning proposal that describes the goals and activities planned for the internship, and register for credit. The specific role of the intern varies with each host organization, depending upon the student's goals, objectives, and skills and the organization's needs and resources. Interns usually assist organization staff members with assignments, serve as administrative aides, or work on special projects designed to be completed during the internship.

ACADEMIC CREDIT

All SUIP internships are offered for elective academic credit at the rate of 1 credit for each 45 hours of fieldwork. During a regular 15-week semester, an intern may earn three credits by working approximately 9 hours a week. During summer sessions, work schedules are adjusted to meet the credit requirements. Students may register for fewer or more than 3 credits, depending on the advice of their faculty advisors and the specific requirements of the college or school in which they are enrolled.

Work schedules are arranged by the interns and their supervisors. The total number of credits awarded depends upon the nature of the tasks and responsibilities involved as well as the number of hours worked in the field placement. During fall and spring semesters, full-time undergraduate students may include internship course credits as part of their regular course load, which allows up to 19 credits without incurring additional tuition charges. Undergraduates accepted for summer sessions internships pay tuition at the rate set for their division.

All graduate students and all University college students taking internships for credit pay tuition at the rates set for their divisions. Interns must be registered during the semester or summer session in which their internships take place. SUIP cannot grant retroactive credit.

APPLICATION

Students are advised to discuss the appropriateness of an internship with their faculty advisers before applying for SUIP internships. Applications can be made during the preregistration period before, and during the first three weeks of, the semester in which the internship is to be taken. Students are encouraged to apply during the preregistration period, since a wider choice of internships is available at that time. SUIP application periods for local internships are announced in the campus media. Students applying for independent or national internships are advised to initiate arrangements in the semester before the internship. Final selection of interns is made by supervisors from the host organizations.

For further information about local and national internship opportunities, program policies, and application and registration procedures, contact the SUIP office, or visit the SUIP web site, internships@syr.edu.

STUDENT PARTICIPATION

Current projects are listed on the web at ilearn.syr.edu/. Students are invited to look for those that interest them and for which they qualify. (The qualifications or prerequisites are set by the sponsoring faculty, not the URP office. Some projects may have no prerequisites, while others may specify a number of them.) Having identified a project, the student discusses it and the advisability of his or her participation with the URP director and the sponsoring faculty member. If all parties are in agreement, the student may enroll.

ACADEMIC CREDIT

URP is neither a degree nor a curricular program. Rather, it is an office that facilitates linking qualified, interested students with faculty-generated projects in a credit-bearing context. Credit arrangements vary according to project needs and student desires. Generally, three credits a semester is appropriate, but as few as one and as many as six credits are possible. In no case, however, may a student earn more than a total of 24 credits through URP courses over the college career. All credits earned will be counted as arts and sciences credit, except where independent study numbers are used in conjunction with non-arts and sciences departments.

ENROLLMENT

Once all relevant parties approve a student's participation, enrollment takes place in one of two ways:

1. Independent Study Courses

Where deemed appropriate, students may enroll through an all-University independent study course (numbered 290, 490, etc.) carrying the individual department's designation.

2. URP Courses

The following two courses have been instituted to facilitate student enrollment through this program. The choice between these courses is left to the discretion of the faculty sponsor and URP director.

URP 250

URP 450

Enrollment normally takes place at the beginning of each semester, although—by special permission—enrollment during any given semester may also be possible.

GRADING AND COURSE EVALUATION

Normally, enrollment entails the A-F grading option, although—by special petition—the pass/fail option may be used. Special course-evaluation forms are submitted independently by faculty sponsors and student participants as a standard procedure.

Interdisciplinary And Specialized Study

Syracuse University has long promoted the development of special programs and research groups, many of an interdisciplinary nature. Not only does Syracuse offer a wide array of interdisciplinary programs of study, but many individual courses provide students with considerable flexibility in developing their academic programs. Students enrolled in certain programs at Syracuse may also take selected courses at one of the two SUNY institutions adjacent to the campus, the College of Environmental Science and Forestry and SUNY Upstate Medical University. Detailed descriptions and requirements of these programs are given in the appropriate colleges' and schools' listings in this catalog.

The interdisciplinary network at Syracuse also encompasses faculty members who serve in dual capacities, holding joint appointments in more than one department within the University or at other institutions. For example, some School of Education faculty members regularly instruct classes in the Maxwell School of Citizenship and Public Affairs and vice versa. Other faculty members hold external appointments in addition to their posts at the University.

Graduate Study

Generally, graduate students select a program of study within one academic unit that leads to a degree conferred by the Graduate School. Students may also choose to pursue formal joint-degree programs. In such cases, the student is enrolled in more than one school or college. A dually enrolled student must meet the major requirements in each school. Examples of dual programs are the law/public administration (J.D./M.P.A.) program, the law/library science (J.D./M.S.) program, the law/business administration (J.D./M.B.A) program., and the law/cultural foundations of education (J.D./M.S) program.

Similar in concept to joint degree programs are concurrent degree programs, which also allow students to pursue programs of study in more than one discipline simultaneously, often with fewer total credit requirements than the two separate degrees. This plan leads to two degrees, one in each program of study. Concurrent degree arrangements are also available to Syracuse University graduate students and SUNY College of Environmental Science and Forestry students who wish to combine the study of public administration, law, management, education, or public communications with study in environmental science and forestry.

Similarly, The Master of Public Health (M.P.H) degree is a collaborative program, sponsored jointly by SUNY Upstate Medical University (UMU) and Syracuse University (SU). Participating colleges at Syracuse University include the Maxwell School of Citizenship and Public Affairs, the College of Human Ecology, L.C. Smith College of Engineering and Computer Science, and the College of Law.

Under the terms of a formal Scholar Exchange Program, Syracuse graduate students may avail themselves, for up to one year of study, of classes offered by Cornell University or the University of Rochester in addition to the courses and programs offered by Syracuse University.

The CASE Center

New York State Center for Advanced Technology (CASE Center) is funded by the New York State Foundation for Science, Technology and Innovation to support innovative, interdisciplinary research in complex information intensive systems. The mission of CASE is to catalyze growth in the high-technology economy of New York State by fusing technical competency with industry-specific knowledge to advance applications of predictive analysis, monitoring and/or control of complex behavioral, information and communication systems. CASE's current key technical focus areas range from social behavior to financial transactions, including data fusion, data mining, control design, systems modeling, systems security and assurance, bioinformatics, intelligent computing, sensor network/management. These focus areas expand as CASE engages new faculty and industry partners. In addition, CASE provides project management for university-industry collaboration in research and development; brings together interdisciplinary teams from industry and academia for brainstorming and networking to foster and spawn innovation; identifies funding opportunities and assists university-industry teams in developing and delivering successful proposals and projects.

CASE serves as an access point for the private sector to engage the University, supporting co-op and internship programs for students as well as research and development projects. Through CASE, graduate students with a variety of backgrounds can work with the country's most advanced information research and technology. In addition to close collaborations with faculty scientists and engineers, CASE offers students opportunities to gain practical real-world experience working directly with leading private sector companies in a wide range of industries. For students interested in entrepreneurship, CASE also offers a unique chance to participate first-hand in the launch of high-potential start-up companies through its on-campus incubator. A CASE experience can significantly enhance students' professional development and career options.

The Graduate School

Sandra N. Hurd, Acting Dean
Gabrielle Chapman, Associate Dean
Eileen Stempel, Associate Dean

207 Bowne Hall, 315-443-2543
gradsch.syr.edu
grad@syr.edu

Graduate study and research have been recognized as a critical piece of Syracuse University's mission since its inception in 1870. Today, every school and college at Syracuse offers graduate study, and the University awards approximately 1,700 master's degrees and certificates of advanced study and 150 doctoral degrees annually. A complete listing of graduate degree programs can be found in the Academic Offerings Tab section in this catalog.

Individual graduate programs are administered by departments or interdisciplinary committees and are subject to approval by the appropriate schools and colleges and by the University Senate. These policies and standards are administered by the Graduate School. All postbaccalaureate degrees are awarded through the Graduate School, with the exception of the J.D. degree, which is awarded through the College of Law.

Graduate students will learn from a full-time faculty of more than 800 scholars, many of them internationally or nationally recognized in their field, and will assist faculty both in the classroom and with important research initiatives.

All Syracuse University graduate degree programs, with the exception of law, are organized under the auspices of the Graduate School. Applications for admission are submitted to the Graduate School, which also confers degrees upon graduation. The graduate degree programs themselves, however, are offered by faculty of the University's 12 academic schools and colleges. This unique organizational structure fosters intellectual collaboration and exploration across the disciplines while at the same time recognizing the highly specialized nature of graduate-level academic work.

Requests for information about graduate programs should be directed to the specific academic units offering those programs. Questions about University-wide policies should be directed to the Graduate School.

Syracuse University Graduation Rate

In compliance with the federal Student-Right-to-Know and Campus Security Act, and regulations of the U.S. Department of Education, Syracuse University provides the following information to current and prospective students: Of the cohort of full-time degree-seeking undergraduate students who first enrolled at Syracuse University in fall 2003, 83.4 percent had earned their bachelor's degrees as of August 2009. These beginning and end dates comprise 150 percent of the normal length of full-time study (4 years) needed to complete a typical undergraduate degree program. While this calculation meets the act's requirements for determining a graduation rate, Syracuse University recognizes that many students for diverse reasons are unable or choose not to complete their degrees in a continuous sequence of full-time enrollment and, therefore, that the rate may not accurately reflect the commitment and achievement of its students. Moreover, the act's stipulation that the graduation rate be that of the cohort of entering full-time students leaves out the significant population of part-time students who constitute an important part of the Syracuse University community.

Graduate Student Life

Graduate students at Syracuse University enjoy many academic, cultural, recreational, and social activities outside the classroom within the University's vibrant campus life.

Students can choose from more than 200 student organizations, including performing arts groups; sports teams; and student-run print, radio, and broadcast media, to name a few. The Graduate Student Organization (GSO) takes an active part in formulating graduate policy, exploring problems of concern to graduate students, and is represented on the University Senate and the University Board of Trustees.

Several recreational facilities on campus draw students all hours of the day for invigorating workouts. Students can challenge a friend to a game of squash at Archbold Gymnasium, or master hip hop during a late night dance class. Facilities also include weight machines, free weights, and cardiovascular exercise machines, along with basketball, racquetball, and handball courts. For more structured activities, Syracuse University fields varsity teams in a number of sports for men and women. Some teams compete in the 50,000-seat Carrier Dome, located on campus.

Concert and lectures with nationally and internationally known presenters are held frequently at Hendricks Chapel and many other locations across campus. On-campus entertainment sources also include first-run and classic movies presented nearly every night of the week by various film societies; forums; art exhibitions; and plays. The Setnor School of Music organizes performances featuring students, faculty, and guest artists.

The Mary Ann Shaw Center for Public and Community Service offers students the opportunity to get involved in service projects and volunteer activities. Opportunities for involvement extend into the community as well, with the University-city Connective Corridor initiative linking the campus by bus with downtown galleries, museums, theaters, music venues, and cultural festivals.

Traveling exhibitions and student and faculty art are shown throughout the year, principally in the Joe and Emily Lowe Art Gallery on campus. For stage performances, the John D. Archbold Theater is home of the professional Equity company Syracuse Stage. The intimate Experimental Theater is used for student productions.

Students gather at the Schine Student Center on Main Campus to meet friends, grab lunch at Schine dining, or pick up art supplies at the main bookstore. The Goldstein Student Center provides the same atmosphere for students residing on South Campus.

Adjunct Faculty And Teaching Assistants

Adjunct Faculty By School, College Or Division

A & S - Curriculum/Instruction	4
A & S - Women's Studies	3
A & S - Writing Program	40
African-American Studies	3
Architecture	7
Art & Music Histories	3
Arts & Sciences - Honors	13
Arts & Sciences-Dean	1
BMC Engineering	4
Biology Research Lab	2
COHE- Health & Wellness	1
COHE- School of Social Work	13
COHE-Child and Family Studies	5
COHE-Hospitality Management	3
COHE-Marriage & Family Therapy	2
COHE-Nutrition & Hosp Mgt	8
COHE-Sport Management Program	1
CVPA-Drama	22
CVPA-Foundation	9
CVPA-Museum Studies	2

CVPA-School Of Music	41
CVPA-Warehouse	4
Civil & Envirnmтал Engineering	4
Communication Sciences & Dis.	2
Communication/Rhetorical Study	3
Computer & Information Science	11
Core 1 Syracuse Course Program	1
Core 3 Syracuse Course Program	6
Counseling & Human Services	4
Cultural Foundations Ed Curric	5
Department of Art at Comart	5
Department of Art at Shaffer	5
Economics	4
Ed-Teach & Ldrship Math	1
Ed-Teach & Ldrship Music	2
Ed-Teach & Ldrship Sci Teach	2
Ed-Teaching And Leadership	16
Elect & Computer Engineering	1
English	4
Exercise Science	12
Geography	1
Higher Education	1
History	1
Information Studies-Dean	30
International Relations	2
International Relatns-Wash DC	3
Languages, Lit & Linguistics	35
Law College	33
Mathematics	3
Mech and Aerospace Engineering	1
Philosophy	3
Psychology	2
Psychology Service Center	4
Public Administration	4
Public Affairs	4
Public Communications	46
Reading & Language Arts	2
Religion	1
SU Abroad - Italy	5
SUCE BPS	7
SUCE Gen Admin Student Support	2
SUCE Program Dev/Dist. Edu	4
School of Design	13
School of Management	22
Sensory Research	1
Sociology	4
Tepper in NYC Program	14
Transmedia Studies	10

Teaching Assistants By School, College Or Division

A & S - Curriculum/Instruction	2
A & S - Women's Studies	3
A & S - Writing Program	18
African-American Studies	10
Anthropology	18
Architecture	42
Art & Music Histories	4
BMC Engineering	9
Biology Research Lab	31
COHE-Child and Family Studies	15
COHE-Hospitality Management	1
COHE-Marriage & Family Therapy	2
COHE-Nutrition & Hosp Mgt	5
CVPA-Foundation	7
CVPA-School Of Music	16
CVPA-Visual Comm	1
Chemistry	59
Civil & Envirnmntal Engineering	10
Communication Sciences & Dis.	1
Communication/Rhetorical Study	11
Computer & Information Science	47
Counseling & Human Services	6
Cultural Foundations Ed Curric	8
Department of Art at Comart	13
Department of Art at Shaffer	5
Earth Sciences	17
Economics	30
Ed-Teaching And Leadership	31
Elect & Computer Engineering	2
English	42
Exercise Science	16
Geography	14
History	22
Information Studies-Dean	11
Languages, Lit & Linguistics	27
Mathematics	55
Maxwell Dean's Office	6
Mech and Aerospace Engineering	23
Philosophy	23
Physics	34
Political Science	33
Psychology	22
Psychology Service Center	1
Public Communications	10
Reading & Language Arts	7
Religion	19
SU Abroad - France	1
School of Design	3
School of Management	28
Science Teaching	2
Social Science	4
Sociology	15
Supportive Services - General	1
Transmedia Studies	17

Syracuse University Roster

University Officers

Each officer's year of appointment to the University staff is given in parenthesis.

Nancy Cantor, B.A., Ph.D. (2004)

Chancellor and President

Eric F. Spina, B.A., M.A., Ph.D. (1988)

Vice Chancellor and Provost

Thomas J. Walsh, B.A., M.F.A. (1984)

Executive Vice President for Advancement and External Affairs

Elizabeth Breul O'Rourke, B.A., M.P.A. (1983)

Vice President, Board of Trustees

Thomas V. Wolfe, B.A., M.Div., Ph.D., (1990)

Senior Vice President and Dean of Student Affairs

Louis G. Marcoccia, B.A., M.S., C.P.A., Ed.D. (1975)

Executive Vice President and Chief Financial Officer

Academic Officers

Donald Saleh, B.S., M.S. (2001)

Vice President for Enrollment Management

Suzanne Thorin, B.M., M.M., M.L.I.S. (1969)

University Librarian and Dean of Libraries

Gina Lee-Glauser, B.S., M.S., Ph.D. (2001)

Vice President for Research

Schools and Colleges

School of Architecture

Mark Robbins, Dean

College of Arts & Sciences

George Langford, Dean

School of Education

Douglas Biklen, Dean

L.C. Smith College of Engineering & Computer Science

Laura Steinberg, Dean

College of Human Ecology

Diane Lyden Murphy, Dean

School of Information Studies

Liz Liddy, Dean

College of Law

Hannah Arterian, Dean

Martin J. Whitman School of Management

Melvin Stith, Dean

Maxwell School of Citizenship and Public Affairs

Michael Wasylenko, Interim Dean

S.I. Newhouse School of Public Communications

Lorraine Branham, Dean

College of Visual and Performing Arts

Ann Clarke, Dean

University College

Roberta Jones, Acting Dean

Student Rights (FERPA)

Syracuse University fully complies with the Federal Family Educational Rights and Privacy Act (FERPA) and with procedures recommended by the American Association of Collegiate Registrars and Admissions Officers. This legislation gives students the following rights with respect to their education records:

I. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access

Students should submit to the University Registrar (106 Steele Hall, Syracuse University, Syracuse NY 13244-1120) written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and will notify the student of the time and place where the records may be inspected.

II. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading

Students may ask the University to amend a record that they believe is inaccurate or misleading, although this does not include challenges to the accuracy/fairness of grades in courses or any other assessment of academic performance. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision, of his or her right to a hearing regarding the request for amendment, and of the hearing procedures. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

III. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Specific exceptions include:

A. School officials with legitimate educational interest: "School official" means:

1. a person employed by the University;
2. a person, company, or agency with whom the University has contracted for a service; or
3. a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

"Legitimate educational interest" means an educationally related purpose which has a directly identifiable relationship to the student involved and is consistent with the purposes for which the information is maintained. A school official has a legitimate educational interest if, in the judgment of the data custodian responsible for requested information, the official needs to review an education record in order to fulfill his or her professional responsibility. The information sought and provided must be pertinent to and used within the context of official University business and not for a purpose extraneous to the official's area of responsibility. Release of a student's education record to a school official having legitimate education interest does not constitute institutional authorization to transmit, share, or disclose any or all of the information to a third party, within or outside the University.

B. Officials of another school in which a student seeks or intends to enroll, upon the request of such officials.

C. Parents of a dependent student as defined by the Internal Revenue Service. A "parent" is a parent, guardian, or someone acting as a parent who meets the IRS standard. Undergraduates at Syracuse University are assumed to be dependents of the parent(s) they list on application materials unless they prove otherwise. Divorced or separated parents will be provided equal access unless the University is provided with evidence of a court order, state law, or legally binding document that specifically revokes those rights. Graduate students will be presumed to be independent of their parent(s) unless the parent(s) provide their most recent IRS tax return with evidence to the contrary.

D. Appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(Note: Students should refer to their individual school/college(s)' policies concerning parental notification in cases of academic misconduct and academic performance issues.)

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

The office that administers FERPA is

The Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-5920
Phone: 1-800-872-5327

V. The right to prevent disclosure of personally identifiable information that Syracuse University has designated as "Directory Information."

At its discretion, Syracuse University may provide "directory information" in accordance with the provisions of FERPA. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Syracuse University includes the following:

Name*
Current address and phone number
Permanent address and phone number
SU email address*
Dates of attendance
Full/part-time status
Class/level*
SU school/college(s)*
Majors(s)/degree program(s)
Degree(s) earned and date(s)
Academic awards and honors
Prior postsecondary institutions attended
Athletic participation

* Asterisked items are displayed in the University's online directory

Students may block the public disclosure of directory information (all or in part) by filing a Request to Prevent Disclosure of Directory Information form with the Office of the Registrar, 106 Steele Hall. Although the initial request may be filed at any time, requests to prevent disclosure will be honored by the University until removed, in writing, by the student. To prevent asterisked items from appearing in the University's annual printed telephone directory, students must file the request form within the first two weeks of classes in the fall semester. Requests filed after this deadline in the fall semester will remove designated directory information from the online directory and in subsequent years' printed directories.

Students who select an option to prevent disclosure of some, but not all, directory information, additional action must be taken to prevent release of information regarding athletic participation and for announcements of academic achievements to their hometown newspaper(s) and/or printing in the annual Register of Graduates. Filing of a Request to Prevent Disclosure will also prevent information from loading to Blackboard, an online course

management system used in many SU classes, and may make a student ineligible for SUm ail, SU's student e-mail system. Students who are required to use Blackboard for a class or multiple classes, additional action must be taken. The Registrar's Office will provide information about these additional steps. Instead of SUm ail, those who file a Request to Prevent Disclosure that includes their SU e-mail address will be provided an official SU e-mail account in the University's administrative e-mail system.

Students should very carefully consider the consequences of a decision to prevent disclosure of Directory Information. Regardless of the effect upon students, the University assumes no liability as a result of honoring instructions that such information be withheld. Syracuse University assumes that a student's failure to specifically request blocking access to any element of directory information constitutes approval for disclosure. Questions about FERPA, students' privacy rights, and Syracuse University's compliance procedures may be directed to the Office of the Registrar, 106 Steele Hall, Syracuse University, Syracuse, NY 13244-1120, 315 443-2422.

Individual Responsibility

Under Article 156 of the New York State Penal Code, criminal sanctions are imposed for offenses involving computers, software, and computer data. The offenses include unauthorized use of a computer, computer trespass, computer tampering, unlawful duplication, and unlawful possession of computer-related material. Improper or unauthorized access to, or release or manipulation of, any student record in such form is included within those offenses. All computers, software, data, business records, and student records of the University in any form, electronic or paper, belong to the institution. Any person committing an offense with respect to them may be subject personally to criminal sanctions and other liability. The University will cooperate with law enforcement authorities in prosecuting all persons who commit any such offense.

Nondiscrimination And EEO Policy

Syracuse University is an equal-opportunity, affirmative-action institution. We do not discriminate on the basis of race, creed, color, gender, national origin, citizenship, religion, marital status, age, disability, sexual orientation, gender identity or expression, or status as a disabled veteran or a veteran of the Vietnam era or to any extent discrimination is prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in University programs, services, and activities.

Syracuse University welcomes people with disabilities and in compliance with Section 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act does not discriminate on the basis of disability. Services for students with disabilities are coordinated by the Office of Disability Services, Room 309, 804 University Avenue, 315-443-4498 (VOICE), 315-443-1371 (TDD).

Syracuse University supports equal opportunity in compliance with Title VI and Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, and does not discriminate on the basis of race, color, national origin, or gender.

Questions about any of the University's equal-opportunity policies, including compliance with Title VI, Title VII, and Title IX, may be directed to Neil B. Strodel, Associate Vice President and Chief Human Resources Officer, Office of Human Resources, Skytop Office Building, Syracuse University, Syracuse NY 13244-5300; telephone 315-443-4224.

Graduate Rules And Regulations

This is the official version of the academic rules and regulations based on the requirements of the Graduate School governing graduate students effective for the 2010-11 academic year. It supersedes all previously published versions of these rules. Departments, schools, and colleges within the Graduate School often have additional requirements. **Academic units may have policies that are more restrictive than those included in the Academic Rules and Regulations of the Graduate School. It is the responsibility of the individual student to confirm that all appropriate degree requirements are met.** Graduate students must also observe the “General University Regulations” and “University Rules” found in the Syracuse University Student Handbook, which can be accessed online at <http://www.syr.edu/currentstudents/publications/pdfs/SU-StudentHndbk-low.pdf>. Regulations for the College of Law may be found in the publication Handbook of Academic Rules and Student Judicial Code.

All-University Disclaimer

The information concerning academic requirements, courses, and programs of study contained in this publication does not constitute an irrevocable contract between the student and the University. The University reserves the right to change, discontinue, or add academic requirements, courses, and programs of study. Such changes may be made without notice, although every effort will be made to provide timely notice to students. It is the responsibility of the individual student to confirm that all appropriate degree requirements are met.

Institutional Accreditation

Syracuse University is chartered by the New York State Board of Regents and accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia PA 19104; 215-662-5606. Professional accreditation for each of the professional colleges and schools accords with the regulations of the appropriate professional association. For further information, contact the dean’s office of each school or college.

Compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

Syracuse University is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These legislative acts mandate in general that no otherwise qualified person with a disability in the United States shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance solely by reason of being disabled. Students who may need assistance should contact the Office of Disability Services, Room 309, 804 University Avenue; 315-443-4498, 315-443-1371 (TTY), www.disabilityservices.syr.edu.

Academic Advising

Academic advising is an essential component of a Syracuse University education. The University is committed to providing the individual advice and assistance that students need at every step throughout their degree programs. A successful system of academic advising is highly dependent upon a shared commitment of students, faculty, and staff to the process and the availability of timely, accurate information.

STUDENTS are responsible for scheduling, preparing for, and keeping advising appointments; for seeking out contacts and information; and for knowing the basic requirements of their individual degree programs. Students bear the final responsibility for making their own decisions based on the best information and advice available and, ultimately, on their own judgment.

ADVISORS are responsible for developing a thorough knowledge of the degree requirements within the students’ program of study and a working knowledge of academic options and resources throughout the University. Advisors are expected to involve students by encouraging them to ask questions, gather information, and explore options so that they may develop a meaningful academic plan. Advisors will be available to students on a regular basis, monitor their advisees’ progress, assist in considering career options, and make appropriate referrals to other campus offices.

THE UNIVERSITY, through its schools and colleges, pledges to support a campus-wide network of faculty, staff, and student peer advisors by providing them with a clear and firm foundation of information regarding policies, procedures, resources, and programs. The University is committed to help faculty and staff develop effective advising skills, to evaluate its system of academic advising and support services, and to make improvements where necessary. The University also acknowledges the important contribution advisors make to the community through appropriate recognition within the institutional reward system.

I. Academic Principles & Policies (Sec.1.1-1.6)

1.1 ACADEMIC FREEDOM

Graduate students pursuing studies toward an advanced degree, whether or not employed by the University as teaching or research assistants or as counselors, are partners within a community of scholars, serving apprenticeships before undertaking careers of scholarship and research in academic life or elsewhere. Therefore, the University asserts for graduate students the privileges of academic freedom accorded traditionally to the college or university teacher. Graduate students are entitled, both in and out of University classes, to the freedom of thought and expression that is enjoyed by the senior scholars in the University. Accordingly, they are subject to the same responsibilities that accompany those privileges. Syracuse University adheres to the ideas of academic freedom as set forth in the 1940 statement, Principles Concerning Academic Freedom and Tenure, for members of the faculty. Concisely restated from these principles, the responsibilities of graduate students may be described as follows:

Graduate students at Syracuse University are members of a learned profession, and participants in the academic life of an educational institution. When speaking, writing, or acting as members of the Syracuse University community they should be free from institutional censorship or discipline, but this special position imposes special obligations. As graduate students at the University, please remember that the profession and institution may be judged by one’s conduct and utterances. Hence the student should try at all times to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should indicate that they are not institutional representatives or spokespeople.

1.2 Academic Integrity

At Syracuse University, academic integrity is expected of every community member in all endeavors. Academic integrity includes a commitment to the values of honesty, trustworthiness, fairness, and respect. These values are essential to the overall success of an academic society. In addition, each member of the university community has a right to expect the highest standards of academic integrity from all other community members.

An individual’s academic dishonesty threatens and undermines the central mission of the University. It is unfair to other community members who do not cheat, because it devalues efforts to learn, to teach, and to conduct research. Academic dishonesty interferes with moral and intellectual development, and poisons the atmosphere of open and trusting intellectual discourse.

Syracuse University’s academic integrity policy and procedures are administered by the Academic Integrity Office in the Division of Academic Affairs, and all schools and colleges (see supplemental policy and procedures for the College of Law).

1.2.1 ACADEMIC INTEGRITY EXPECTATIONS

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not limited to the following:

1.2.1.1 Use of Sources Plagiarism is the use of someone else’s language, ideas, information, or original material without acknowledging the source. Examples of plagiarism:

1. Paper is downloaded from an Internet source and/or obtained from a paper mill;
2. paper contains part or all of the writings of another person (including another student), copied without citation;
3. paper contains passages that were cut and pasted from an Internet source, without citation.

While students are responsible for knowing how to quote from, paraphrase, and cite sources correctly, the ability to apply that information in all writing situations is an advanced literacy skill acquired over time through repeated practice. When a student has attempted to acknowledge sources but has not done

so fully or completely, the instructor may determine that the issue is misuse of sources or bad writing, rather than plagiarism. Factors that may be relevant to the determination between misuse of sources and plagiarism include prior academic integrity education at Syracuse University, and the program level of the student.

1.2.1.2 Course Work and Research

1. The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
2. fabrication, falsification, or misrepresentation of data, results, sources for papers or reports; in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
3. copying from another student's work;
4. actions that destroy or alter the work of another student;
5. unauthorized cooperation in completing assignments or examinations;
6. submission of the same written work in more than one course without prior written approval from both instructors.

1.2.1.3 Communications

1. Violating the confidentiality of an academic integrity investigation, resolution, or documentation;
2. making a false report of academic dishonesty;
3. dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, or in any other matter relating to a course.

1.2.1.4 Representations and Materials Misuse

1. Falsification of records, reports, or documents associated with the educational process;
2. misrepresentation of one's own or another's identity for academic purposes;
3. misrepresentation of material facts or circumstances in relation to examinations, papers, or other academic activities;
4. sale of papers, essays, or research for fraudulent use;
5. alteration or falsification of university records;
6. unauthorized use of University academic facilities or equipment, including computer accounts and files;
7. unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
8. expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
9. expropriation and/or inappropriate dissemination of personally-identifying human subject data;
10. unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, laboratories, or academic resource centers.

1.2.2 COURSE-SPECIFIC EXPECTATIONS

The instructor of record is responsible for determining and communicating course-specific academic integrity expectations. Instructors of record are responsible for stating, in writing, course-specific expectations, particularly those regarding use of sources and collaboration.

Students are responsible for consulting their instructors for any clarification needed on academic integrity standards, including those set forth in this policy and those that are course-specific.

Collusion is assisting or attempting to assist another in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

1.3 SYRACUSE UNIVERSITY POLICY ON RELIGIOUS OBSERVANCES

It is the policy of Syracuse University that no student should be refused admission or be expelled because he or she is unable to participate in any examination, study, or work requirement because of his or her religious holy day requirements. An opportunity will be provided to make up any examination, study, or work requirements that may have been missed because of an absence due to a religious observance providing that the instructor has been notified in writing one week before the absence. No fees will be charged to the student for the costs incurred by the University for such makeup work. In effecting this policy, the University agrees that no adverse or prejudicial effect should result to any student who avails herself or himself of its provisions.

1.3.1 *Yom Kippur is a holiday when it occurs on days when classes meet.* Observance begins approximately one hour before sunset on the prior day and ends approximately one hour after sunset on the day of observance. Main Campus and University College (including the branch campuses) classes will be cancelled as follows:

Prior day: All classes with meeting times extending beyond 6:00 p.m. (start before and end after) or that start after 6:00 p.m. are cancelled.

Observance day: All classes (day and evening) are cancelled.

1.4 STUDENT ACADEMIC WORK

In compliance with the federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitute permission by the student.

After such a course has been completed, any further use of student works will meet one of the following conditions:

1. the work will be rendered anonymous through the removal of all personal identification of the work's creator/ originator(s); or
2. the creator/originator(s') written permission will be secured.

As a generally accepted practice, graduate theses, graduate research projects, dissertations, or other capstone projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or department for public reference.

1.5 Attendance in Classes

Attendance in classes is expected in all courses at Syracuse University. Class attendance requirements and policies concerning non-attendance are established by the instructors of each course and are detailed in the course syllabus.

1.6 Grievance Resolution

Any graduate student with a grievance regarding improper treatment by the graduate mentor or any other faculty member should seek to resolve the grievance within the academic unit of study. If the grievance is not resolved locally, it should be pursued through the procedures of the school or college or brought before the Dean of the school or college within which the academic unit resides. If the graduate student wishes to appeal the decision of the school or college, the appeal may be taken to the Dean of the Graduate School. The Dean of the Graduate School shall have the authority to investigate all relevant aspects of the grievance with the objective of seeking fair resolution of the grievance. If the findings or recommendations of the Dean of the Graduate School are not agreeable to the Dean of the school or college, then the grievance will be referred to the Provost, who will make a final decision. The authority of the Dean of the Graduate School extends to investigations of compliance with rules and procedures, and shall include authority to investigate allegations of misconduct or inappropriate treatment of students, but shall not extend to matters of academic assessment. The Graduate School is not an appropriate venue for review of decisions made by the Office of Academic Integrity or through the student judicial process.

II. Graduate Admission (Sec.2.0-2.2)

2.0 General Policies

Graduate degree programs at Syracuse University are offered through its schools/colleges and departments (academic units). Admissions policies are described in the online and print materials compiled by each of the academic units.

By the end of their first semester of study, all graduate students must submit acceptable documentation of all degrees earned prior to matriculation in their graduate program at Syracuse University. After completion of the first semester of graduate study, the Graduate School may prohibit further registration for any student who has not met this requirement. The hold on registration will only be released when this requirement has been met.

No credit that is applied to an undergraduate degree may be applied also to a graduate degree at Syracuse University, unless such double-counting falls under the explicit articulation of a combined bachelor's and master's degree program which has been approved by and registered with the New York State Education Department.

Syracuse University welcomes qualified people with disabilities and in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act does not discriminate on the basis of disability. Services for students with disabilities are coordinated by the Office for Disability Services, Room 309, 804 University Avenue, 315-443-4498 (VOICE), 315-443-1371 (TDD).

2.1 INTERNATIONAL STUDENTS

Those students who are not citizens of the United States by birth or naturalization, or whose language of primary instruction was not English, must demonstrate proficiency in English in order to be admitted to a graduate program. Each academic unit administering a graduate program determines appropriate means of meeting this requirement.

2.2 GRADUATE STUDY FOR MEMBERS OF THE FACULTY

Faculty members holding the rank of instructor or below may work for the Ph.D. degree in any academic unit approved for doctoral work. Faculty members holding any rank above instructor may not earn the doctorate through the academic units of which they are members.

III. Graduate Records (Sec.3.0-3.8)

3.0 The Academic Record

Syracuse University maintains a permanent academic transcript showing complete course and grade-earned information for every student, matriculated or nonmatriculated, who takes credit-bearing coursework through any of the Syracuse University programs. The transcript may not be modified or selectively deleted for any reason, including ignorance of drop and withdrawal deadlines or academic rules and regulations. Once a degree is conferred, the transcript may not be changed except for administrative error, subsequently discovered fraud or academic dishonesty, or assessments that more accurately represent academic work completed prior to degree certification. In extreme cases, such changes may include the rescinding of a degree.

Transcripts of courses taken and degrees received at Syracuse University are maintained by the Registrar's Office in accordance with the policies of the American Association of Collegiate Registrars and Admissions Officers. Official transcripts requested from the Registrar's Office will show the entire record of all coursework, both undergraduate and graduate, matriculated and nonmatriculated. Undergraduate and graduate transcript records print separately, but are issued and sent together for students with more than one SU academic career. Coursework is displayed chronologically within each career record, with one GPA calculation for the career. However, within that distinction the transcript is not degree-specific: i.e., it does not designate courses that apply to multiple specific degree programs at the same level. Such information may only be obtained from Graduate School or College of Law for graduate degrees. See 3.0.1, below, for additional information about College of Law transcripts.

Current students may view their records in the Registrar's Office, 106 Steele Hall, upon presentation of appropriate identification: a Syracuse University I.D. card, driver's license, sheriff's I.D., or employment I.D. Students may also view a term-by-term record of their courses and grades on the web at myslice.syr.edu. This requires a NetID and password.

Transcripts may be obtained from the Registrar's Office at no charge. The student's signature must appear on all transcript requests. Students making a request in person must present appropriate identification, as noted above. Syracuse University reserves the right to withhold copies of transcripts of students who have unfulfilled financial obligations to the University or by request of the Office of Judicial Affairs.

Access to student records is protected by the Family Educational Rights and Privacy Act. (See "Student Rights Under the Family Educational Rights and Privacy Act" elsewhere in the catalog.) Students may have copies of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document that exists elsewhere). Any student attempting to gain possession of another student's record will be suspended by the University immediately.

3.0.1 College of Law Beginning with students who received a law degree in December 1999, the law record became distinct from the graduate record on the transcript. As for all students who have more than one SU academic career, complete transcripts, i.e., including SU undergraduate and/or graduate records, are issued and sent. For students who received a law degree prior to December 1999, the law and graduate records are combined on a graduate record.

3.1 Course Numbering System

Remedial, development, and noncredit courses	000-099
Freshman-level courses	100-199
Sophomore-level courses	200-299
Junior- and senior-level courses	300-499
Joint undergraduate- and graduate-level courses	500-599
First-year graduate-level courses	600-699
Second- and third-year graduate-level courses	700-899
Readings, research, and individual study courses at the doctoral level only	900-996
Master's thesis	997
Individualized study at the graduate level	998

Refer to the “Guide to Reading Course Descriptions” section of this catalog for further explanation.

3.2 Grading System and Grade Points

The grading system shown in Table A has been in effect since fall 1987. The University’s grading system has changed over time, and the grades, symbols, meanings, and grade point calculations shown in this table have not always been in effect. Information about previous grading systems can be found on the official Syracuse University academic transcript or by contacting the Registrar’s Office.

Not all grades or grading symbols shown on Table A are available for all course offerings. Grading options are approved for particular courses by the University Senate and may only be changed with Senate approval.

Grade points related to letter grades indicate the quality of the work done according to Table A.

TABLE A GRADING CHART

Grades	Meaning	Grade Points per Credit
A		4.0
A-		3.667
B+		3.333
B		3.0
B-		2.667
C		2.0
C+		2.333
C-		1.667
F	Failure	0
Grading Symbols	Meaning	Grade Points per Credit
AU	Audit	Not Counted
I	Incomplete	0
NA	Did not attend and did not withdraw	Not Counted
NR	Not Required	Not Counted
P	Passing	Not Counted
RM	Remedial	Not Counted
V	Variable length course -grade not due yet	Not Counted
WD	Withdraw	Not Counted

3.2.1 PASSING GRADES

Passing grades for graduate students in order of rank are A, A-, B+, B, B-, C+, C, and C-. (The D grade is not an option for graduate students.) Credit is earned with a P (pass) but is disregarded in determining the grade point average (GPA). (See section 3.3 for an explanation of pass/fail grades.)

3.2.2 FAILING GRADES

Failing grades are F (Failure) and I (Incomplete).

3.2.2.1 F (Failure) A grade of F calculates with zero grade points.

3.2.2.2 I (Incomplete) Incompletes (Is) are calculated as Fs in the GPA. An Incomplete can be granted only at the student’s request and with the instructor’s approval. Incompletes can be granted only when exceptional circumstances prevent the student from completing the course, including final examinations or projects, within normal time limits. Deferred examinations are allowed at the convenience of the department involved. To receive an Incomplete, the student must complete the Request for Incomplete Grade form, which is an agreement between the faculty member and the student specifying the reasons, the conditions, and time limit for removing the Incomplete. Students who take a leave of absence or who are withdrawn from the University cannot receive Incomplete grades in courses for which they were registered.

Incompletes may not be awarded unless the student has completed enough work for the course upon which to base a grade. Students for whom no basis for evaluation exists should be advised to drop or withdraw from the course by the published deadlines for such actions. The grade entered on the Request form as “If not completed, the grade will be _____,” will be calculated on work completed to date, counting unsubmitted work as zero. If a Removal of Incomplete Grade form has not been submitted by the specified deadline, the Registrar’s Office will post this grade to the student’s record.

Completion of the Request form does not guarantee that the student will be able to complete the course requirements. If the student does not complete the specified work with the original instructor or within the time specified, the student may be unable to make arrangements to remove the Incomplete. A student who does not complete requirements for removing an Incomplete and who is awarded a letter grade may retake the course at a later time, subject to course availability, then request to flag the original grade to remove it from GPA calculation.

A student may graduate with Incompletes outstanding, provided

1. the cumulative average equals or exceeds the minimum requirement for the student's college and program, with the Incompletes calculated as Fs;
2. the number of earned credits meets the requirements for the degree; and
3. all degree requirements have been met.

After a degree has been certified, an Incomplete may be removed only when both of the following conditions are met and confirmed by the student's school/college on a petition.

1. the course was not required in any way (quantitatively or qualitatively) in the degree program, and
2. the student completed all coursework prior to the degree award date, and only the evaluation and grade submission occurred after that date.

3.2.3 NEUTRAL GRADING SYMBOLS

The neutral grading symbols are AU (audit), NA (did not attend and did not withdraw), NR (not required), RM (remedial), V (variable length—grade not yet due), and WD (withdrew). Academic credit is not earned for courses with neutral grading symbols, and the symbols are not included in the GPA calculation. Missing grades also do not calculate toward the GPA.

3.2.3.1 AU (Audit) Students may audit courses with the approval of the appropriate department and subject to restrictions of the instructor. Audited courses do not fulfill requirements in any degree program. Audited courses do not count toward credit hours carried for a semester and cannot be included in calculation of enrollment status.

Although students auditing a course may not be required to fulfill all academic requirements of the course, excessive absences or failure to meet requirements set by the instructor may be grounds for recording an NA rather than an AU. Students auditing a class while not registered for any other credit classes for that term will have limited access to the resources available through the SU libraries. This limited access may prevent students from participating fully in the research and assignments associated with that class. To participate fully in a class, a student should opt to register for credit and receive a grade.

3.2.3.2 NA (Did not attend and did not withdraw) NA is an administrative symbol indicating that the student failed to exercise her or his responsibility to withdraw officially from a course. The distinction between NA and WD is that the student who receives an NA failed to withdraw officially from the course, while the student who received a WD officially withdrew. The student does not have the option of later petitioning for an Incomplete or letter grade. NA is assigned by a faculty member only if one of the following conditions applies:

1. the student never attended the course, or
2. the student stopped attending or participating in the course so early in the semester that no basis for evaluation exists.

For students who have attended the course long enough to establish a basis for evaluation but who have not withdrawn from the course, the course grade is determined on the basis of the work submitted, counting unsubmitted work as zero.

3.2.3.3 NR (Not required) This grading symbol is used for courses that do not require a grade.

3.2.3.4 RM (Remedial) This grading symbol is used for college-level remedial and developmental courses. Courses graded RM count toward credit hours carried in a particular semester but not toward credit hours earned for the degree.

3.2.3.5 V (Variable-length course, grade not yet due) This grading symbol indicates that the student is making normal progress in a course of variable length, so designed that the work need not be completed at the end of the semester. The option is available only in particular courses for which it has been approved by the Senate. When coursework is completed, the V is replaced by a grade awarded by the faculty member.

3.2.3.6 WD (Withdrew) Following the academic drop deadline, students may withdraw from a course and have the symbol WD (withdrew) recorded on the transcript. The option of withdrawing from a course is in effect after the academic drop deadline and extends up to approximately two weeks before the last day of classes. The withdrawal deadline is published each semester in the Schedule of Classes.

3.3 Pass/Fail Option

The pass/fail option is only available to graduate students in courses designated pass/fail.

3.4 REPORTING GRADES

Instructors are required to submit grades for all students in their courses. If a student has not completed all course requirements by the time the instructor must report final grades, the student's grade is determined based on work completed to date, counting unsubmitted work as zero, unless the student has made prior arrangements to receive an Incomplete grade. Students who did not drop or withdraw from a course and for whom no basis for evaluation exists will be given an NA grade symbol by their instructors. Students who receive an NA do not have the option of later petitioning for an Incomplete or letter grade. (Missing grades are disregarded in calculating the GPA.)

After a degree has been certified, a grade may be recorded **ONLY** if

1. the course was not required in any way (quantitatively or qualitatively) in the degree program, and
2. the student completed all coursework prior to the degree award date, and only the evaluation and grade submission occurred after that date. If neither condition can be satisfied and the student wishes to have the missing grade recorded, she/he must agree to have the degree rescinded, must return the original diploma to the Registrar's Office, and have the degree certified for the award date immediately following completion of the coursework before any change to the transcript will be made.

3.4.1 All reported grades appear on the official University transcript and cannot be changed, except as noted in item 6.6.

3.5 CHANGING GRADES

3.5.1 Changes to Previously Submitted Grades Once a grade has been reported, an instructor may submit a grade change at her/his discretion in accordance with University grading policies set forth in this section. All requested changes must be reported to the department chair, the dean of the student's home college, and the Registrar's Office. Any or all of those offices may require an explanation of the reason for the change, and the completion of associated forms. The Registrar's Office has final authority to approve changes which involve grading symbols. (Refer to Table A.)

3.5.2 Removal of Incomplete Grade Incomplete grades may be removed in one of two ways: (1) By completing the outstanding work specified on the Request for Incomplete Grade form by the date agreed upon with the instructor, but not later than the award date of the degree to which the course applies. (2) By failure to complete required work in accordance with the terms of the Request for Incomplete Grade, whereupon the "If not completed..." grade will be posted by the Registrar's Office. The student may earn any grade, A through F, or a grade of P where that grade would be appropriate (request for a pass/fail grade had been submitted by the student by the semester deadline, or in a pass/fail graded course).

Incomplete grades are not removed by registering for the course again. Even though an instructor may require a student to repeat certain elements of a course to remove an Incomplete grade, students should not register for the course a second time.

3.5.3 Normal Practice for Course Grade Appeals The following set of general statements represents normal practice at Syracuse University* for a student seeking resolution to a grievance of a course grade.

1. The assignment of grades at Syracuse University is the responsibility of the faculty; once assigned by a member of the faculty, a grade cannot be changed without his or her consent except by due process as detailed below. In cases where the instructor of record is not a member of the faculty, the faculty member charged with oversight of that instructor is ultimately responsible for the assignment of grades.
2. A course grade is based upon the instructor's professional assessment of the academic quality of the student's performance on a body of work. Such assessments are non-negotiable, and disputes about them do not constitute valid grounds for an appeal. Valid grounds can arise, for example, when an instructor fails to provide or implement uniform and consistent standards, or bases an assessment on criteria other than academic performance.*
3. Unless there are issues of a personal nature, the appeal process for a grade dispute begins with the instructor of record. Failure to comply with this

may be grounds for denial of subsequent appeals. Any appeal beyond the instructor of record must be initiated in writing to the department chair before the last day of classes of the academic year semester immediately following the one in which the aggrieved grade was received by the Registrar. This written appeal should describe the basis for the grievance, the informal steps taken to resolve the dispute, and the remedies sought.

4. If satisfaction is not obtained at this or any subsequent level, the appeal always moves to the next level of authority. The levels in succession are: the instructor of record, faculty member in charge of the course, the department chair of the faculty member, the dean of the department chair.
5. At each level of appeal, a fair and thorough hearing of all views is sought before a decision is made. This may, but need not, require a face-to-face meeting of the parties directly involved in the dispute. A decision may be reached if both student and instructor agree. If such a decision cannot be reached, a panel designed by the college for this purpose shall hear the case. Details of the operation and manner of selection of this panel may vary by school or college,** but shall conform to the following guidelines:
 - a. The panel shall have a quorum of at least three.
 - b. All voting members of the panel shall be tenured faculty.
 - c. No member of the panel shall hear a case who has been involved in a previous stage of the appeal.
 - d. Membership of the panel shall be fixed and made public in a given academic year, though replacements may be made in the event of resignations.
 - e. Membership of the panel shall be approved by the faculty of the school or college, or by a representative group of the faculty, in each academic year.
 - f. The Senate Committee on Instruction shall approve the manner of selection and charge of a school or college's panel before its first case. The committee shall also approve any subsequent changes in the manner of selection or charge of each college or school's panel.

The panel may, at its discretion, meet with the aggrieved parties either separately or together. The decision of this panel, either to deny the student's original appeal, or to authorize the Registrar to change the grade, shall be final. The panel shall inform both the student and the instructor of its decision in writing. The panel shall also summarize the case and its outcome in a written report to the Senate Committee on Instruction. Said committee may include summary statistics on grade disputes in its final report to the Senate.

6. The only grounds for any further appeal shall be irregularities in the above procedures.
7. In such cases, either party may appeal the final decision of the faculty panel to the Senate Committee on Instruction. The Senate Committee on Instruction may either deny the appeal or insist that the procedure begin anew at the point the irregularity occurred.
8. All stages of the appeal process shall be kept confidential to the maximum extent possible, consistent with the Family Education Rights and Privacy Act.

** For further guidance consult the bylaws of the individual school or college.*

*** These procedures do not apply for students in the College of Law.*

3.6 Academic Grade Point Average

The unit of credit at Syracuse University is the semester hour. Each semester hour represents one class period of 50 minutes each week for 15 weeks, or the equivalent. Laboratory or field courses require a minimum of two or three class periods a week for each hour of credit.

The grade point average (GPA) is calculated by dividing the number of grade points earned by the number of credit hours carried toward the GPA at Syracuse University. Grade points for each grade and grading symbol are assigned as shown on Table A.

3.6.1 MINIMUM AVERAGE TO CONTINUE GRADUATE WORK

At least a 2.8 average is required in the first 30 credits of graduate study. If this is not achieved, the student's matriculated status may be cancelled by the Graduate School, upon recommendation of the academic unit.

3.6.2 ACADEMIC AVERAGE FOR DEGREE CERTIFICATION

Certification for an advanced degree requires a minimum average of 3.0 for work comprising the program for the degree and a 2.8 average for all credits earned.

3.6.3 EXCLUSION OF COURSES FROM CALCULATION

A student may petition, with the approval of the academic unit and the Graduate School, to have grades in certain courses excluded from the calculation of the grade point average. The only circumstances under which this may be allowed are as follows:

1. undergraduate or remedial courses (e.g., English as a second language) that are not part of the student's graduate program;
2. courses taken in a degree program from which the student has officially withdrawn, if the student has been admitted to another program; and
3. courses taken on a nonmatriculated basis; and
4. courses that have been retaken with approval.

3.7 Repetition of Graduate Courses With the approval of the student's academic unit and the Graduate School, graduate courses in which an F or a C+, C, or C- has been received may be retaken. The same Syracuse University course (same department, prefix, and number as the original) must be retaken. Equivalent courses taken at other institutions are not considered retaken for purposes of this rule. Graduate courses may be retaken only once. A retaken course replaces the original course on the student's degree program of study. Both the original course and the retaken course will appear on the transcript.

3.8 Graduate-Level Courses Taken as an Undergraduate - Flagging Students who petition to take graduate-level courses that will later apply to a graduate degree program at Syracuse University (see section 8.0.5.2) will have such courses flagged on the undergraduate section of the transcript and removed from calculation there. Credits earned in such courses will calculate toward the graduate degree requirements, but grades earned in the courses calculate in neither the undergraduate nor the graduate GPA. (Also see section 34.0.)

IV. Types Of Credit (Sec.4.0-4.7)

4.0 Graduate Credit

Credit earned by matriculated students in courses carried for graduate credit is fully applicable toward appropriate programs offered through the Graduate School or for transfer to other institutions. Visiting students who file a certification of matriculation in an accredited graduate school of another institution receive graduate credit in courses carried for that purpose in the Graduate School of Syracuse University.

4.1 Restricted Graduate Credit

Credit earned in graduate courses by non-matriculated students is recorded as restricted graduate credit. Such credit is subject to transfer to other institutions only as restricted graduate credit.

Restricted graduate credit cannot be included in a graduate program of study; in order for it to be included, it must be converted to graduate credit.

All coursework taken as a nonmatriculated student automatically calculates toward the graduate GPA unless a petition to flag the courses submitted to and approved by the Graduate School.

4.2 Conversion to Graduate Credit

Restricted graduate credit, in an amount not to exceed 12 credits, may be converted to graduate credit upon application initiated by students only if all of the following conditions are met:

1. The student becomes matriculated in the Graduate School.
2. The student has obtained an overall average of 2.8 in all graduate work at Syracuse University.
3. The courses carry a grade of B or better.
4. The courses are part of a degree program approved by the student's department.
5. The work has been completed within the time limit allowed for the degree.

Students may apply to convert up to 15 credits of restricted graduate credit, subject to above restrictions, if they have completed a graduate certificate program in that discipline.

Restricted graduate credit earned during the term in which students become matriculated in the Graduate School is converted automatically to graduate credit.

Courses taken on a nonmatriculated basis will be included in the calculation of the GPA, with the exception of courses which were taken as an undergraduate, or which have been flagged.

Students may petition to flag (exclude from calculation in the graduate GPA) courses taken on a nonmatriculated basis.

Courses taken as an undergraduate student which are subsequently converted to graduate credit are flagged and not calculated in either the undergraduate or graduate GPA.

4.3 Residence Credits

Residence credits at Syracuse University are those given for courses offered through duly registered graduate programs.

4.4 Advanced Credit Examinations

Graduate students wishing to obtain credit toward advanced degrees for knowledge in a field essential to their programs of study, but acquired by means that preclude formal transfer to Syracuse University, may petition for an Advanced Credit examination in a course or courses covering the relevant area of study. A fee is charged for being admitted to an Advanced Credit examination. (See Tuition, Fees and Related Policies.)

The petition requesting an Advanced Credit examination must state the basis for the belief that the student has attained competence at the graduate level in the specified academic area. It must be accompanied by a statement from the student's department supporting the petition and accepting responsibility for preparing and administering the examination. The minimum passing grade in an Advanced Credit examination is B.

4.5 Transfer Credit

4.5.1 Credit from Other Institutions

4.5.1.1 Coursework Taken at Other Colleges Prior to Matriculation at Syracuse University Syracuse University grants transfer credit based on the content of courses previously completed, their applicability to the intended program of study, and the quality of the student's performance. In accord with the Joint Statement on Transfer and Award of Academic Credit by the American Council on Education/Commission on Educational Credit and Credentials, the Commission on Recognition of Postsecondary Accreditation, the American Association of Community Colleges, and the American Association of Collegiate Registrars and Admissions Officers, individual schools and colleges may assess and accept credit from institutions recognized by regional accrediting commissions, national accrediting bodies, and professional organizations that accredit free-standing professional schools and programs within multipurpose institutions, as well as institutions that are recognized candidates for accreditation. For the accredited programs offered in non-accredited institutions, credit may be considered only for students enrolled in an accredited program and for courses within the specific discipline that is accredited, e.g. excluding general education courses offered by the institution.

Transfer credit may be granted for studio work applicable toward professional degrees in the College of Visual and Performing Arts and the School of Architecture upon departmental evaluation of the portfolio.

Syracuse University may also grant credit for courses taken at recognized foreign tertiary-level institutions. Foreign institutions that are chartered and authorized by their respective national governments, generally through the Ministry of Education, are considered "recognized."

Only credit hours are accepted in transfer. Grades do not transfer and do not affect the student's Syracuse University cumulative GPA. Credit from institutions on a credit system other than a semester-hour system are converted to semester hours. For example, credit from institutions on the quarter-hour system is converted to semester hours using the formula of 1 quarter-hour equals 2/3 semester hour.

Transfer credit is evaluated only for the program of study to which the student is admitted and is subject to change if a student changes to a different program at Syracuse University. A re-evaluation of transfer credit may also affect financial aid awards, particularly when this changes an undergraduate student's class standing.

If a student subsequently takes a course at Syracuse University for which transfer credit was previously accepted, the transfer credit will be removed from the official transcript.

4.5.1.2 Coursework Taken at Other Colleges Following Matriculation at Syracuse University The general policies above also apply to students taking courses at other institutions following matriculation at Syracuse University. Students who intend to complete coursework elsewhere (such as during summer session or while on leave of absence) must receive prior approval from the home college office if credit is to be applied toward the SU degree. Following completion of coursework, it is the student's responsibility to have an official transcript sent from the institution to the home college's records office.

4.5.1.3 Consortium Agreements Syracuse University does not allow students to enroll at other institutions under an individual consortium arrangement. The University does not have formal consortial arrangements with any other institutions, except through Syracuse University Abroad (SU Abroad), the Graduate Scholar Exchange Program, and the Consortium for Culture and Medicine. Matriculated students who plan to study abroad through a program not directly sponsored or administered by SU Abroad must contact an SU Abroad counselor at least three months before the start of the program, if they intend to apply for federal financial aid that requires a consortium agreement. Credit earned through such programs is generally treated as Syracuse University credit. For SU Abroad programs, this determination is made by departmental and college review.

4.5.1.4 Courses Taken at SUNY College of Environmental Science and Forestry (ESF) Before or After Matriculation at Syracuse University Because of the special relationship between Syracuse University and SUNY College of Environmental Science and Forestry, Syracuse University students may take ESF courses, and ESF students may take Syracuse University courses, with the approval of the home institution and subject to availability.

For ESF students, ESF is the college of record. Syracuse University does not maintain a transcript record of SU courses taken by ESF students. A student previously matriculated at ESF who is subsequently admitted to Syracuse University, except graduate students admitted to concurrent master's degree programs, will have all coursework taken while a ESF student, including Syracuse University courses, treated and evaluated as transfer credit from ESF. Such Syracuse University courses will not appear or calculate on the Syracuse University transcript, except as they are included in a block of transfer credits, i.e., total credit hours, accepted from ESF. However, such Syracuse University courses do count toward the Syracuse University residency requirement. Colleges may at their discretion include such courses in manual calculations, e.g., for determination of subsequent intra-university transfer eligibility.

ESF courses taken by matriculated Syracuse University students appear on the Syracuse University transcript and calculate in the same way as Syracuse University courses, except for graduate students admitted to concurrent master's degree programs.

To be considered for transfer credit toward a graduate degree at Syracuse University, coursework must meet the following University-wide requirements: The credit must have been earned at another regionally accredited graduate school in the United States or at an institution equivalently recognized in another country.

The credit must have been earned in a course in which the grade earned was at least a B. Coursework completed on a pass/fail basis is not eligible for transfer, unless approved by both the academic unit dean and the Dean of the Graduate School.

The credit must form an integral part of the degree program, and must be evaluated and approved by the academic department and the Graduate School. Students must request the registrar or other recording officer of the institution in which the credit was earned to transmit directly to the Graduate School an official transcript showing credit and grades to be transferred.

No credit which is applied to the undergraduate degree may be applied also to the graduate degree, unless such double-counting falls under the explicit articulation of a combined bachelor's and master's degree program which has been approved by and registered with the New York State Education Department.

4.5.2 Each academic unit administering a graduate program determines the appropriate point during the degree program at which transfer credit requests from its students are evaluated. All coursework applied toward a degree must comply with all time limitations.

4.5.3 A maximum of 30 percent of credits counted toward a master's degree at SU may be transferred from another institution provided that they form an integral part of the degree program and at least 50 percent of a doctoral student's planned coursework (exclusive of dissertation) must be in courses offering "residence credit" at Syracuse University (see section 4.3). This rule does not apply to degree programs that are offered jointly with another university.

4.5.3.1 An exception to section 4.5.3 is transfer credit to be applied to (1) the Master of Science in Information Management, toward which up to 15 credits may be applied from National Defense University; (2) the Executive Master of Public Administration, toward which up to 12 credits may be applied from Tsinghua University; and (3) the Master of Science in Information Management, the Executive Master of Science in Information Management, and the Master of Science in Telecommunications and Network Management, toward which credits completed in the Information Systems Managers and Telecommunications Systems Engineers programs at the Army Signal Center School of Information Technology may be applied.

4.5.4 Transfer credit is subject to reevaluation when a student transfers from one graduate degree program to another.

4.5.5 Transfer courses are not included in the computation of the GPA.

4.6 Competency and Proficiency Examinations

Advanced standing, exemption, or placement examinations may be given by certain departments in the University (e.g., Mathematics; English; and Languages, Literatures, and Linguistics) to determine where students should be placed in a certain sequence of courses. No credit is given for these examinations, and no requirements are waived by successfully completing placement or advanced standing examinations. Students may, however, be excused from prerequisite courses on the basis of advanced standing examinations. These examinations may be given to newly admitted students before or after their first registration at Syracuse. After registration, individual arrangements may be made by the student with the permission of the chair of the department involved and the dean of the student's home college.

4.7 Credit for Extra-Institutional and Experiential Learning, and External Examination Programs

In accord with the Joint Statement on Transfer and Award of Academic Credit by the American Council on Education/Commission on Educational Credit and Credentials, the Commission on Recognition of Postsecondary Accreditation, the American Association of Community Colleges, and the American Association of Collegiate Registrars and Admissions Officers, individual schools and colleges may assess and award credit for educational accomplishment attained in extra-institutional settings, including programs and courses offered by non-collegiate sponsors such as the military, business, corporations, government agencies, and labor unions, as well as external examination programs. Schools and colleges will consult evaluation guidelines of the American Council on Education and the Council for Advancement of Experiential Learning. If a student subsequently takes a course at Syracuse University for which credit was earned for extra-institutional and experiential learning or external examination programs this credit will be removed from the official transcript.

V. Registration (Sec.5.0-5.5.2)

5.0 Nonmatriculated students must register through University College or, for School of Education's Extended Campus courses, through that office. For summer courses, nonmatriculants register through University College.

Before each registration, matriculated students must confer with their appointed academic advisor in regard to their standing in the degree program as a whole, as well as their schedule for the current session. Matriculated students are required to register by the opening of each term until the degree is obtained. In any semester in which no academic work is carried, they must register for Degree In Progress (GRD 998, for zero credits.)

5.1 Maximum Course Load

The maximum course load for full-time graduate students will be 15 credits each semester and 6 credits in each of the two summer sessions. Students who hold graduate assistantship appointments should register for no more than 9 credits each semester.

5.2 Registration Procedures. Returning students are eligible to register for the next semester during the registration period at the end of the fall and spring semesters. New students register just before the term begins. Part-time students register through University College beginning the first day of early registration. Registration must take place prior to the first day of the term—not the first day of the class—to avoid a late registration fee. All matriculated Syracuse University students in good academic standing, as well as visiting and non-matriculated students, are eligible to register for summer sessions. All summer registration for returning and visiting students is coordinated by University College. Detailed registration instructions are published in the Schedule of Classes and the Studies at Syracuse University part-time or summer course schedule.

5.2.1 Official Registration Required for Attending Classes University policy prohibits students from attending, being evaluated, auditing, or otherwise participating in courses without being officially enrolled. The only exception is for students making up Incomplete grades with faculty approval. Faculty may not allow students to attend classes and/or submit work unless students (1) appear on the official class list or (2) present a current copy of their class schedule showing the course to have been added. Adding of courses or entire schedules after the late registration and add deadline may be done by petition only.

5.2.1.1 *Students must register for a course in the semester in which they begin work for the course.* Attending a class without officially registering and then registering for the course as if it were taken in a subsequent term for reasons of resource, billing, or scheduling convenience is strictly prohibited, for both graduate and undergraduate students. Advisors and faculty should not advise students to take such actions, and students are held to the policy regardless of such advice or permission. If such action occurs and grades are later reported for recording on the transcript, students will be dropped from the later course registration and retroactively registered in the term during which they actually took the course. The Bursar's Office will adjust tuition and fees to those in effect during the semester in which the course was taken.

5.2.2 Accommodations for Students with Disabilities Syracuse University welcomes people with disabilities and, in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act, does not discriminate on the basis of disability. Upon acceptance to Syracuse University, students with disabilities are strongly urged to discuss academic and nonacademic accommodations with the Office of Disability Services, 804 University Avenue, Room 309; 315-443-4498 (VOICE), 315-443-1371 (TTY), www.disabilityservices.syr.edu.

5.2.3 Immunization Requirements All full- and part-time students who were born on or after January 1, 1957, who enroll for or audit credit-bearing courses through Main Campus, University College, Syracuse University Abroad, or the SUNY College of Environmental Science and Forestry (ESF) must document their immunization from measles, mumps, and rubella and be cleared to register in the Health Service information system. Students who register for fewer than six credits in any one term through Extended Campus (School of Education) or Project Advance are exempt. Independent Study Degree Program students are exempt. All students must provide to Health Services a completed response form related to meningococcal meningitis vaccine indicating that the student has received and reviewed related information, and that he or she has either been immunized within the preceding 10 years or has opted not to obtain immunization against meningococcal disease.

The mechanism for enforcing this policy is the registration system, which will block a student from enrolling for a current or upcoming semester unless the student has provided necessary documentation to or been immunized by the University Health Service. Students with the message “Health Services Hold” on their registration must go to SU Health Services to show documentation or to be immunized. Programs not using the registration system will have appropriate administrative controls.

Any enrolled student found not to be in compliance with the immunization requirements will receive a letter from the Senior Vice President and Dean of Student Affairs, or his or her designee, notifying her/him of suspension from the University and restriction from University-owned or -controlled property. Such students will be administratively dropped from any courses in which they were previously registered, will have I.D. card privileges suspended, and will be asked to leave residential housing.

For further information about the immunization requirements, religious and medical exemptions, and documentation procedures, students should contact the University Health Service.

5.3 Changes to Registration

Students may make changes to their registration after the semester begins in accordance with the deadlines published each semester in the Schedule of Classes. Academic and financial deadlines are determined by the campus of instruction for particular courses.

University College Students Deadlines for adding and dropping regular semester courses are published in *Studies at Syracuse University* part-time or summer course schedule on the web at uc.syr.edu and are available by phone at 315-443-4135.

5.3.1 Adding Courses For regular, i.e., full-semester, courses, the add deadline is approximately one week from the first day of classes. Courses with nontraditional start dates have different deadlines. Specific dates and procedures are published each semester in the Schedule of Classes and in the *Studies at Syracuse University* part-time or summer course schedule. After the add deadline, only courses with a later starting date may be added.

University College Students who are registered through University College may use web registration or submit registration and Add/Drop forms to the University College Registration Office, 700 University Avenue. Deadlines for adding and dropping regular semester and summer session courses are published in the Schedule of Classes and the *Studies at Syracuse University* part-time or summer course schedule. Deadlines for flexible format classes (classes that are shorter or longer than the full term) are unique to each class and are available by calling the University College Registration Office.

5.3.2 Dropping Courses For regular, i.e., full-semester, courses, the drop deadline is approximately one week after mid-semester. The financial drop deadline (the last day to drop a course and be eligible for a tuition refund) is approximately three weeks after the first day of classes. Courses with nontraditional start and end dates may have different deadlines. Specific dates and procedures are published each semester in the Schedule of Classes and in the *Studies at Syracuse University* part-time or summer course schedule. See Table F and the Tuition, Fees, and Related Policies publication for the complete statement of the University’s policy regarding the effect of drops on tuition charges. Tuition refunds, if any, are based on the official date of the action, i.e., the date the form was submitted to the Registrar’s Office or, for University College students and in summer, to University College.

University College Students who are registered through University College may use web registration or submit registration and Add/Drop forms to the University College Registration Office, 700 University Avenue. Deadlines for dropping regular semester and summer session courses are published in the Schedule of Classes and the *Studies at Syracuse University* summer or part-time course schedule. Deadlines for flexible format classes (classes that are shorter or longer than the full term) are unique to each class and are available by calling the University College Registration Office.

5.3.2.1 Administrative Drops Instructors have the option to drop students who do not attend the first week of class (up to and including the add deadline). If an emergency prevents a student from attending the first week, he/she must contact the instructor before the add deadline to affirm his/her intention to continue in the course. Administrative drops must be completed by the financial drop deadline, three weeks from the first day of class.

5.3.3 Withdrawing From Courses Following the academic drop deadline, students may withdraw from a course and have the symbol WD (withdrew) recorded on the transcript. The option of withdrawing from a regular, i.e., full-semester, course extends up to approximately two weeks before the last day of classes. Courses with nontraditional start and end dates may have different deadlines. Specific dates and procedures are published each semester in the Schedule of Classes and in the *Studies at Syracuse University* part-time or summer course schedule.

Following the last day to receive a WD, students are evaluated on the basis of the work completed in the course. A student’s failure to drop or withdraw properly from a course does not preclude the instructor from submitting a grade for the student on the basis of the work previously submitted. Unsubmitted work counts as zero in calculating a student’s grade in a course.

5.4 Selecting Grade options

Students may, in some cases, elect a grading option other than the option associated with the course.

5.4.1 Audit To audit a course, students must obtain the permission of the instructor on a Grading Option Application, and submit the form to the Registrar’s Office, 106 Steele Hall. Part-time University College students must obtain the permission of the instructor on a Grading Option Application and submit the completed form to University College Bursar and Registration, 700 University Avenue. Students must decide within the first two weeks of classes to take a course as an audit. They may not rescind the audit or change from audit to credit after the deadline published in the Schedule of Classes. Courses that require a Proposal for Independent Study and studio art or applied music courses offered by the College of Visual and Performing Arts cannot be audited.

5.4.2 Letter Grade Option in Pass/Fail-Graded Courses In some pass/fail graded courses, students may select a letter grade. A list of such courses appears on the Grading Option Application Form.

Students must obtain the permission of their home college to elect a letter-graded course or a letter-grade option in a pass/fail-graded course, on a Grading Option Application, and submit the form to the Registrar’s Office, 106 Steele Hall. University College students must obtain the permission of the associate dean/director of Student Administrative Services and submit the completed Grading Option Application to University College Bursar and Registration Office, 700 University Avenue. Students must decide on this option within the first two weeks of classes. They may not rescind the letter-grade option after the deadline published in the Schedule of Classes. However, the course may be dropped in accordance with the drop procedure.

5.5 Academic Actions

5.5.1 Leave of Absence and Withdrawal

Students who intend to leave the University before completing degree requirements should file an Official Withdrawal/Leave of Absence form, whether they intend to return to the University or not. That process is initiated in a graduate student’s academic department:

1. A graduate student must complete the official withdrawal/leave of absence form.
2. The department chair of the student’s primary program must sign the form.
3. The student must hand deliver the form to the Office of Student Assistance, 306 Steele Hall. (In the case where a student is unable to do so, the department Chair may send the form to the Office of Student Assistance.)

Students who are suspended from the University for academic or disciplinary reasons will be officially withdrawn from the University. The suspending college or the Division of Student Affairs initiates the official withdrawal in this instance. Students may also be withdrawn by the University for medical reasons. Officially withdrawn students lose their matriculation status. That status may be reinstated if the student subsequently meets all requirements for readmission to the University.

Students who take a leave of absence or are withdrawn from the University have that action and its effective date recorded on the transcript. The transcript notation for Leaves of Absence is “Leave of Absence - Student Initiated,” and for Withdrawals, “Withdrawal - University Initiated.” For financial and academic purposes, the effective date is the date the form is approved by the home college (undergraduates) or the graduate department (graduate students), or the day after the end of the current semester, whichever is later.

The notation “Discontinuation—non attender” will appear on the records of students who do not register and do not notify the University that they have left. Students who leave without notifying the University after the semester begins will continue to incur tuition, room, board, and other charges. Course registration will remain on the transcript record, and any grades or grading symbols submitted by faculty will also appear on the transcript.

Students intending to leave the University must inform

1. the Office of Financial Aid and Scholarship Programs, 200 Archbold North;
2. the Office of Housing, Meal Plan, and I.D. Card Services, if they reside in University housing or have a University meal plan;
3. the Slutzker Center for International Services, 310 Walnut Place, if they are international students;
4. Student Administrative Services, 700 University Avenue; 315-443-3261, if they are part-time University College students; and
5. the English Language Institute, if it issued an I-20 to the student.

Related Procedures University I.D. cards are activated upon registration, therefore students are encouraged to retain their I.D. cards if they plan to return to the University.

5.5.1.1 Leaves of Absence for Medical Reasons Students taking a leave of absence from the University for medical reasons must go through the Office of Student Assistance, 306 Steele Hall, obtain approval of Health Services and/or the Counseling Center, for a medical leave of absence to take effect. In addition, except in extraordinary circumstances, the student must participate in an exit interview with the Office of Student Assistance, 306 Steele Hall, prior to departure. If extraordinary circumstances exist, then the student may apply to the appropriate unit for consideration of retroactive approval of a medical leave of absence. Such application must be made within 60 days of the student's last date of class attendance.

5.5.1.2 Enforced Medical Withdrawal Enforced medical withdrawal may occur where the senior vice president and dean of student affairs, or one or more of their designees, including the director of judicial affairs and the director of health services, determines that an enforced medical withdrawal should occur in response to behavior that has its basis in a psychological or other medical condition, including, but not limited to: situations in which a student fails to attend and participate actively in an appropriate assessment or educational program and/or other intervention intended to address the student's medical condition; and situations in which a student engages in behavior that poses a significant health or safety risk to the student or others.

5.5.1.3 Financial Implications of Leaves and Withdrawals See Table F and Tuition, Fees, and Related Policies for the complete statement of the University's policy and requirements for refunds for withdrawals and leaves of absence. Students must initiate the request for refund in all cases, including those actions taken for medical reasons.

5.5.1.4 Academic Implications of Leaves and Withdrawals If a student is withdrawn or takes a leave of absence before the academic drop deadline, all courses are dropped from the transcript. After the academic drop deadline through the withdrawal deadline, courses for which the student was registered remain on the transcript and grades of WD are recorded. After the withdrawal deadline, an F grade is recorded for all courses unless an approved petition has been filed with the office of the dean of the student's home college. (See Table F.)

Students who take a leave of absence or who are withdrawn cannot receive Incomplete grades in courses for which they were registered. Only grades of WD or F can be recorded on the transcript.

Students who register for a future semester and are later withdrawn or take a leave of absence for that semester will have that registration cancelled.

5.5.1.5 Military Leaves of Absence Graduate students being activated by the military should go to their academic departments. The academic department will advise students about their option to drop courses, take class standing grades, or to take Incompletes, as well as the academic implications of these options.

TABLE F EFFECTS ON TRANSCRIPTS AND TUITION OF DROPS, WITHDRAWALS, LEAVES OF ABSENCE, AND WITHDRAWAL FROM THE UNIVERSITY

Action	Date	Effect on Transcript	Effect on Tuition and Fees
Drop a course, take a leave of absence or withdrawn from the University	On or before the financial drop deadline (in fall and spring, three weeks from the first day of classes)	Course(s) dropped	All charges, except the nonrefundable portion will be refunded. ¹
Drop a course, take a leave of absence, or withdrawn from the University	After the financial drop deadline and on or before the academic drop deadline ³	Course(s) dropped	For individual dropped courses, all charges remain. For leaves and withdrawals, see footnote. ¹
Withdraw from a course, take a leave of absence, or withdrawn from the University	After the academic drop deadline and on or before the course withdrawal deadline	Course(s) remain(s) on transcript with withdrawal (WD) grading symbol ²	For individual courses, all charges remain. For leaves and withdrawals from the University, see footnote. ¹
Take a leave of absence or withdrawn from the University	After the course withdrawal deadline	All courses graded "F" ²	See footnote. ¹

¹ Federal regulations governing refunds require careful review. Please see the current *Tuition, Fees, and Related Policies* bulletin for accurate details.

² Courses with an end date prior to the effective date of the leave of absence or withdrawal may be graded.

³ University College students should consult the Part-Time Studies Course Schedule for interim dates and deadlines.

5.5.2 Readmission/Termination of Leave of Absence

To return from the leave of absence:

Students on a leave of absence who wish to return to the University must apply for readmission.

1. A graduate student must complete a petition to be readmitted to their program.
2. The department chair must sign the petition.
3. The student must send the petition to the Office of Student Assistance, 306 Steele Hall.

Readmission for students withdrawn for academic or disciplinary reasons is subject not only to space availability, but also to satisfaction of additional requirements specified in the terms of the withdrawal and the restrictions of particular colleges and programs.

If the leave or withdrawal from the University was for medical reasons, the student must be approved for readmission by the office (e.g., Health Services, Counseling Center, Office of Judicial Affairs, Dean of Students Office) that originally authorized the student's departure.

A student who is applying for readmission to a degree program in which requirements have changed since the time of withdrawal or leave of absence may be required to satisfy the requirements of the program of study as currently defined. The responsible academic unit will review the student's transcript for final determination of the requirements to be fulfilled.

No student may be readmitted until all prior Syracuse University financial obligations and disciplinary actions have been satisfied. Readmitted students are eligible to register for the upcoming semester during the regular registration period in the prior semester or on the registration day(s) for new students at the beginning of the semester.

VI. Degrees And Degree Programs (Sec.6.0-6.7.3)

6.0 Residence Requirement

All Syracuse University students must complete a minimum number of credit hours at Syracuse University in order to be granted its degree. Advanced Credit (AC) Examinations may not be applied toward the residency requirement.

6.1 Degree Certification

Students who complete all degree requirements in their program(s) of study in their home college (and dual college, where applicable) are granted a degree and issued a diploma by Syracuse University. The degrees conferred by the University and the minimum number of credit hours required for each degree are listed in the graduate catalog. When a college offers more than one type of degree, students should check with the college to determine the different requirements for each degree.

Any course not accepted by a school or college as an integral part of a degree program is prohibited by New York State Department of Education regulations from being credited toward graduation requirements. The list of courses that fall into this category varies, depending upon specific degree requirements. Therefore, the student is advised to check with the respective dean's office before registration.

Only students who file a diploma request are reviewed for degree certification. School/college officials certify the completion of degree requirements to the Registrar's Office. This process generally takes four to six weeks after completion of requirements. The Registrar's Office awards the degree for the official degree date following the completion of degree requirements. The degree award dates fall in the months of May, June or July, August, and December.

The University Senate recommends to the Board of Trustees of Syracuse University the conferring of appropriate degrees on the annual commencement date each year upon those candidates who have qualified for such degrees by the official degree dates in June/July, August, and December of the previous year and May of the current year. (Note: Participation in convocation and commencement ceremonies does not imply that degree requirements have been completed.)

Once a degree is conferred, the transcript may not be changed except for administrative error, subsequently discovered fraud or academic dishonesty, or assessments that more accurately represent academic work completed prior to degree certification. In extreme cases, such changes may include the rescinding of a degree.

6.1.1 Diplomas Students should indicate their expected degree term through MySlice. (myslice.syr.edu) They should file a Diploma Request no later than the beginning of their last semester of study. Only students who file a diploma request are reviewed for degree certification. Diplomas are ordered after degrees have been certified by the schools and colleges and posted by the Registrar's Office. An additional four to six weeks after degree certification should be allowed for receipt of the diploma. Syracuse University reserves the right to withhold diplomas of financially delinquent students or at the request of the Office of Judicial Affairs. There is a charge for replacement diplomas.

6.2 Courses in a Graduate Degree Program

Only courses approved for graduate credit may be used to satisfy requirements for advanced degrees. These courses are taught by Syracuse University faculty members. Courses for which restricted graduate credit is given may be used if converted to "graduate credit." (See section 4.1 for the definition of restricted graduate credit.)

Joint Graduate-Undergraduate Courses Joint graduate and undergraduate courses are those numbered 500-599. These may be accepted for graduate credit at the discretion of the student's advisors, usually by the requirement of additional work. Such coursework may not make up more than one-half of the Syracuse coursework for a master's program, nor more than one-third of that for a doctoral program.

Graduate Courses Graduate courses are those numbered 600 or above in each academic unit.

Individualized Study Any academic unit of the Graduate School authorized to offer the doctorate may elect to employ an individualized study procedure for any qualified doctoral student under the following conditions: (1) the department will assign a specific advisor from the graduate faculty to guide the work of each student; and (2) the procedure of individual study will be limited to work beyond the master's level.

6.2.1 Students with Disabilities Requests for variations in degree requirements necessitated by a student's disability should be submitted to the dean's office of the student's home college, which reviews all requests for such variation. Requests should be accompanied by appropriate documentation. Such documentation should be received from a certified member of the profession generally recognized as competent to make such a judgment.

6.3 Change in Degree Program

Graduate students may change their degree program if the transfer is approved by the new program and the former program. Forms and procedures for requesting a change in degree program are available on the Graduate School's web site (gradsch.syr.edu), from academic units, and the Graduate Degree Certification Office, 107 Steele Hall. Graduate students wishing to initiate any kind of change in degree program, whether transferring between programs or undertaking concurrent graduate degree programs, must consult their funding sources as to the effect that the proposed change may have on their eligibility for continued funding.

6.4 Master's Degrees

6.4.1 Program of Study

A matriculated student who is studying for the master's degree must satisfactorily complete a program of study prescribed by her or his academic unit and approved by the Graduate Degree Certification Office. The student must pass a minimum of 30 credits (including the thesis, where applicable) in any master's program.

6.4.2 Continuity of Study

All requirements for the master's degree must be completed within a period of seven years from the semester during which the student registers for the first course to be used in her or his advanced degree program.

If the degree is not obtained within this seven-year period, a student may petition her or his academic unit for reinstatement of credit in an outdated course, stating the rationale for maintaining currency of knowledge.

6.4.3 Master's Degree Without a Thesis

When a thesis is not required for a master's degree, 30 or more credits of graduate coursework are required, and, in most instances, the student must pass an oral or written comprehensive examination on her or his work. The examinations must be held at least two weeks before graduation. Those academic units that have a requirement in lieu of a comprehensive examination must notify the Graduate Degree Certification Office when that requirement has been met.

6.4.4 Comprehensive Examinations

It is the prerogative of an academic unit to require one or more comprehensive examinations that are not concerned with any particular course the student may have taken. The constitution and nature of these examinations is determined by the academic unit.

6.4.5 Master's Thesis

In many fields, a thesis is required to obtain a master's degree. Three to nine credits may be earned for work toward the thesis.

6.4.6 Oral Examination

The rules for the oral examination for the master's degree are the same as those for the doctoral degree except that the committee consists of four members, including a chair of the oral examination and the thesis advisor.

6.4.7 Deposit of Thesis Copies

After the oral examination is passed and all requested revisions to the thesis have been completed, the following documents should be submitted to the Graduate Degree Certification Office, 107 Steele Hall: two copies of the final, approved thesis, unbound and boxed, with title pages, signed and dated by the advisor, included with each copy of the thesis. One copy should be on archival stock paper and one copy on non-archival 13 or 16 pound paper. The copies are both permanently retained by Syracuse University. For more complete information please go to gradsch.syr.edu/pdfs/FormatGuidelines.pdf

6.4.8 Concurrent or Multiple Programs of Study

In cases in which two or more distinct master's degrees are to be awarded by Syracuse University to one student, the minimum number of credits earned by the student must be at least 80 percent of the combined total of Syracuse credits normally required for each of the separate degrees. However, two 30-credit master's degrees shall not be awarded for fewer than 51 credits, nor three 30-credit master's degrees for fewer than 72 credits.

The student must have been admitted to a master's program in each of the awarding academic units, and the program of study for each of the degrees being earned must be filed by petition and approved by the Graduate Degree Certification Office prior to the awarding of either degree.

These statements do not refer to joint programs with the College of Law or to master of philosophy degrees.

Syracuse University and the SUNY College of Environmental Science and Forestry have agreements that encourage concurrent master's study in environmental science and forestry with degree work in Syracuse's public communications, law, management, public administration, and certain education programs. Interested students should consult their department, the Graduate School, and the College of Environmental Science and Forestry for specific requirements and procedures. Syracuse University graduate students in fields other than those named above may also be considered by the College of Environmental Science and Forestry for concurrent degree work.

6.5 Doctoral Degrees

Requirements for the degree of Doctor of Philosophy or the degree of Doctor of Education emphasize mastery of a field of knowledge, familiarity with allied areas, facility in the use of research techniques, and responsibility for the advancement of knowledge.

The degree is given in recognition of high attainments in the student's chosen field, as shown by the completion of specified courses and by the production of a dissertation showing ability to carry out independent investigation advancing the field of knowledge.

6.5.1 Program of Study

The student consults with her or his program advisor at each registration period and plans a program of work at the time he or she is accepted by the academic unit for study toward a degree.

Within the bounds of its duly approved and registered curriculum, each academic unit determines the number of coursework credits and the number of dissertation credits that will constitute the program of study, including that portion of the work for the master's that will form an integral part of the doctoral program.

Minor courses selected should support the total program, rather than be restricted to academic unit boundaries.

The cooperation of two or more departments in the sponsoring of a student is encouraged; however, one academic unit approved for doctoral work must assume primary responsibility for the student's program.

6.5.2 Multiple Degree Requests that Include the Doctorate

In cases in which a student is requesting a master's degree outside the doctoral field, the number of credits to be earned by the student is determined by the academic units involved, their deans, and the Dean of the Graduate School.

6.5.3 Residence Requirements

At least 50 percent of a doctoral student's planned coursework (exclusive of dissertation) must be in courses offering "residence credit" at Syracuse University.

Experience credit and professional experience courses do not qualify as "residence credit" at Syracuse University.

6.5.4 Language Requirements and Other Research Tools

The doctoral student must demonstrate acceptable competence in any required languages or other research tools designated by his or her doctoral program.

The ability to use research tools should be shown preferably at the beginning of, and certainly early in, the student's doctoral program. A student cannot be admitted to the Ph.D. qualifying examination until he or she has satisfied the tool requirement(s).

6.5.5 Qualifying Examination

The doctoral student must pass a qualifying examination, oral or written, or both, set by the academic unit. In no case shall the examination be taken later than at the end of the term preceding the term in which the student expects to complete the degree requirements. If the results of this examination are unsatisfactory, the student may be granted a second examination, but only after completing a term of additional study.

6.5.6 Advancement to Candidacy

The doctoral student is admitted to candidacy when all requirements for the degree have been completed except for the dissertation and the final oral exam. The maximum time allowed for a student to reach candidacy status is seven years from the term of matriculation into the doctoral program. The program must notify the Graduate Degree Certification Office, 107 Steele Hall, when a candidate has reached this status before the end of the term in which the status is effective.

6.5.7 Continuity of Study

The maximum time for completion of a doctoral degree is five years from the end of the semester in which the student was admitted to candidacy. Requests to extend this limit must be in writing and are subject to the approval of the academic unit and the Dean of the Graduate School.

6.5.8 Dissertation

The Graduate School requires that dissertations be formatted according to the publishing guidelines of ProQuest/University Microfilms, Incorporated. These guidelines are available through the Graduate School web site or from the Graduate Certification Office.

Language It is assumed that the dissertation will be written in English. By petition to the academic unit and its dean, the dissertation may be written in a foreign language when appropriate to the degree program. In these instances, an English translation of the abstract must be provided.

Dissertation Advisor The preparation of the dissertation is supervised by a member of the faculty of the candidate's department or program who is identified as the dissertation advisor. The dissertation advisor should be a Syracuse University tenured or tenure-track faculty member in the program of study in which the dissertation was written. In exceptional cases where other persons direct the dissertation, a member of the Syracuse University faculty from the candidate's academic unit must jointly oversee the preparation of the dissertation. These cases may include faculty emeriti or other persons with outstanding qualifications in the student's area of research. The department or program has a responsibility to provide continuity of advising for students in good standing.

6.5.8.1 Research Involving Human Subjects Students are required to submit copies of any research proposal that involves human subjects to the Institutional Review Board (IRB) for review. (Call 443-3013 or go to www.orip.syr.edu/humanresearch.php for additional information.) Under the terms of the University's Federal Wide Assurance to the Office for Human Research Protections at the Department of Health and Human Services all research projects involving human subjects must be reviewed by a properly constituted institutional review board.

6.5.8.2 Research Involving Animal Subjects Under the University's Animal Welfare Assurance with the Public Health Service at the National Institutes of Health (the cognizant federal agency), no research or teaching using live vertebrate animals may be undertaken until the protocol is approved by the Institutional Animal Care and Use Committee (IACUC). (Call the Office of Laboratory Animal Resources at 443-1690 or go to www.orip.syr.edu/animalresearch.php for additional information.)

6.5.9 Oral Examination

Obtaining Clearance and Scheduling the Oral Examination The Request for Examination form, bearing the signatures of the candidate's advisor and the department or program chair, must be submitted to the Graduate Degree Certification Office, in 107 Steele Hall, three weeks prior to the examination. The oral examination may not be scheduled without the agreement of the candidate's dissertation advisor and academic unit head and the approval of the Graduate Degree Certification Office. Before the oral examination can be scheduled, the Graduate Degree Certification Office must verify that the candidate has completed all other requirements for the doctoral degree and that all supporting documentation has been properly filed.

The candidate must submit copies of the final version of the dissertation in appropriate form to all members of the examination committee, including the chair of the oral examination, at least two full weeks before the scheduled date of the examination. It is required that an additional copy of the dissertation be deposited at the department in which the student is obtaining the doctoral degree two weeks prior to the oral examination. Anyone is welcome to review this copy, just as anyone is welcome to attend the oral examination.

To be eligible to receive the doctorate degree on a specific graduation date, the candidate must pass the oral examination, and complete all required revisions before the particular graduation date. The Graduate School and the Graduate Degree Certification Office publish a list of deadlines that must be met for each of the four annual graduation dates. (gradsch.syr.edu/pdfs/GraduationDeadlines.pdf)

The Oral Examination Committee The student's academic unit appoints an oral examination committee, including a chair, at the recommendation of the dissertation advisor and with the concurrence of the Graduate School. The examination committee consists of six members, including a chair of the oral examination, the dissertation advisor, and in some cases an examiner from outside the University. The appointed chair represents the Dean of the Graduate School.

Who May Serve as Oral Examination Committee Member Members of the oral examination committee should be tenured or tenure-track members of the Syracuse University faculty. However, there may be good reason for a student to select a member from outside the University. A student is permitted one external member to serve on the committee, and that individual should be chosen for his/her expertise in the subject matter only and cannot be a personal acquaintance of the candidate. Additional external committee members are by petition only.

Who May Serve as Chair of the Oral Examination Committee Only Syracuse University tenured or tenure-track faculty members outside the department or program in which the dissertation was written may serve as chair of the oral examination committee. Faculty emeriti and faculty members in the College of Law may also serve. An endeavor should be made to obtain an oral examination committee chair who has an affinity to the field in which the dissertation was written.

Role and Responsibilities of the Chair of the Oral Examination Committee The chair of the oral examination committee serves as the representative of the Dean of the Graduate School at the examination, presides over it, and ensures that the regulations and declared policies of the Graduate School and the department or program are followed.

Each academic unit shall be free to conduct the oral examination in a manner that it considers to be effective.

In addition to participating in the questioning of the candidate and voting, the responsibilities of the chair of the oral examination include advising the committee as to general examination and questioning procedures. The chair of the oral examination will secure a vote of the examining committee, submit a written report of the committee disposition and recommendations to the Dean of the Graduate School, including the chair's judgment as to the quality of the examination, and any suggestions for improvement of procedures.

Oral Examination Dissertation oral examinations, but not committee voting, are open to all members of the University community. Examination times and places are publicly announced, and the attendance and participation of graduate students and faculty are encouraged.

It is recognized that there are circumstances that may cause the absence of a committee member. Graduate School approval is required for committee substitutions occurring after the oral examination is scheduled, or when more than one committee member is to be absent. Committee members forced to be absent from the oral defense must submit questions and/or comments in writing to the chair of the oral examination committee prior to the defense.

The voting on the acceptability of the oral examination is done in executive session of the committee. For the candidate to pass the examination, a majority of the committee must vote favorably. All members of the committee, including the chair of the oral examination, vote equally. The result of the vote, with signatures of approval, is reported by the chair of the oral examination committee to the Dean of the Graduate School, together with appropriate comments.

Members of the committee may make their approval conditional upon certain changes in the dissertation being made by the candidate. The report of the examining committee should indicate one of the following results:

Pass
Pass with minor revisions (generally editorial)
Pass with major revisions (substantive)
Not pass

For editorial changes, the committee may refer final approval of the dissertation to the candidate's dissertation advisor. If approval hinges on making substantive revisions, committee members are expected to withhold their signatures of approval until the required changes have been made. In cases in which substantive revisions are required, the chair and the advisor, on behalf of the committee, should ensure that revisions were successfully completed. At the discretion of the chair and advisor, other members of the committee may participate in the oversight of the revisions as well. The final version of the dissertation, incorporating all required revisions, must be completed and approved before the proposed graduation date. At the completion of the defense, or when major revisions have been approved, the chair of the oral examination committee will return the signed Committee Approval Page to the Graduate Degree Certification Office in 107 Steele Hall.

The candidate is entitled to an explanation from the committee concerning the disposition of the defense. If the candidate does not pass the examination, he or she may be invited to schedule a subsequent examination.

6.5.10 Deposit of Dissertation Copies

After the oral examination is passed, the following documents should be submitted to the Graduate Degree Certification Office, 107 Steele Hall: one copy of the final, approved dissertation on a PDF formatted CD and the title page signed and dated by the advisor. In addition, the student must also submit the Survey of Earned Doctorates and a signed ProQuest UMI publishing agreement. Attached to the ProQuest agreement should be a copy of the dissertation title page and a copy of the dissertation abstract. Publishing and optional copyright fees are the responsibility of the doctoral student. For complete information, see gradsch.syr.edu/pdfs/FormatGuidelines.pdf.

Note: In rare cases a student's department/advisor may decide that a paper copy is a more appropriate form to submit. If this is determined, then one paper copy of the dissertation should be submitted in place of the CD.

6.6 Master of Philosophy

The Master of Philosophy may be conferred upon a student who has satisfactorily fulfilled all Ph.D. requirements but the dissertation. The following restrictions apply:

1. The student must be currently enrolled in the Ph.D. program;

2. The student must have reached All But Dissertation (ABD) status, per program requirements, and such designation must appear on the student's advising transcript;
3. The student must file a Diploma Request on *MySlice* to receive an M.Phil. degree; and
4. The M.Phil. must be registered with the State.

Note: Many academic units have decided not to register this degree with the State.

6.7 Other Degrees and Certificates

6.7.1 Certificate of Advanced Study (C.A.S.)

Certificate of Advanced Study programs provide formal education at the graduate level. Consult the various schools and colleges for precise details on C.A.S. program requirements.

6.7.2 Computer Engineer

The degree of Computer Engineer is offered for qualified students seeking advanced technical education beyond the M.S. degree. The program is designed to provide mastery of a field of knowledge and familiarity with related fields, as well as to develop a capacity for independent study.

The programs consist of coursework, examinations, and an independent study project. The minimum program consists of 60 credits of work beyond the bachelor's degree, of which 6 to 18 credits are independent study. Each student will be examined in three topics in computer engineering.

6.7.3 Electrical Engineer

The degree of Electrical Engineer is offered for qualified students seeking advanced technical education beyond the M.S. degree. The program is designed to provide mastery of a field of knowledge and familiarity with related fields, as well as to develop a capacity for independent study.

The program consists of coursework, examinations, and an independent study project. The minimum program consists of 60 credits of work beyond the bachelor's degree, of which 6 to 18 credits are independent study. Each student will be examined in four topics: engineering mathematics and three fields of electrical engineering. Candidates, with the approval of the faculty, may work toward the Ph.D. after completing the electrical engineering degree.

VII. Academic Programs (Sec. 7.0-7.1)

7.0 Syracuse University Internship Program (SUIP)

Students from most academic areas of the University may participate in Syracuse University Internship Program internships, subject to the requirements and provisions of the schools and colleges in which they are enrolled.

Students who wish to participate in local or national internships offered by the Syracuse University Internship Program must apply and be accepted before they will be permitted to register. Students may apply during the semester before they plan to intern, or during the first three weeks of the semester in which they wish to participate. An application, approved by a faculty sponsor with expertise in the internship concentration, must be submitted, and interviews with host organizations are required. Students accepted for internships must complete an SUIP Learning Proposal and submit it to the SUIP office on or before the SUIP semester registration deadline. At that time, a Continuous Registration Form will be processed for registration purposes.

SUIP internships may be taken for between one and six elective credits, with each credit requiring 45 hours at the internship site. The number of credits to be earned must be approved by the intern's school or college, and internships registered with departmental prefixes usually receive letter grades.

All students placed through SUIP are required to register for University credit during the semester or summer session in which they participate in internships. Retroactive credit cannot be granted. Undergraduate students paying regular full-time tuition may include SUIP internships in the registration for a normal schedule (i.e., 12 or more credit hours per semester up to and including 19 credit hours) without incurring additional tuition charges.

Application, interview, and registration procedures are managed by SUIP. However, representatives of host organizations screen all applicants and are responsible for the final selection of interns.

Failure to comply with program and/or host organization policies and procedures may result in the loss of the internship and will jeopardize future participation in SUIP.

7.1 Syracuse University Abroad (SU Abroad)

Syracuse University students may apply to Syracuse University Abroad to study overseas at one of the centers sponsored by the University and administered by SU Abroad (or, if qualified, to be placed in foreign institutions). Students should consult their advisors early to determine how a semester or year abroad would complement their academic programs in order to meet degree requirements.

All courses taken at SU Abroad centers are listed on students' transcripts. Credit hours and grades are computed in the GPA in the same manner as any other Syracuse University courses. Courses taken through SU Abroad at foreign institutions may be listed on students' transcripts with credit hours and grades computed in the GPA in the same manner as any other Syracuse University course, or as transfer credit, as determined by SU departmental review.

Matriculated students who plan to study abroad through a program not directly sponsored or administered by SU Abroad must contact an SU Abroad counselor at least three months before the start of the program if they intend to apply for federal financial aid, which requires a consortium agreement.

Syracuse University students accepted into an SU Abroad program must make arrangements with their home colleges before they go abroad to complete a *MySlice* registration form listing the courses they plan to take in the semester when they return to campus. Before they go abroad, students must contact the designated official in their home colleges to obtain any college-specific instructions for participating in the online early registration during their scheduled time while they are overseas.

VIII. Acceptance Of Graduate Appointments (Sec.8.0)

8.0 Syracuse University adheres to the following resolution of the Council of Graduate Schools in the United States: Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement that both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above resolution that a copy of this resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer. (For further information, see *Graduate Appointees: Their Benefits and Responsibilities.*)

IX. Student Status (Sec.9.0-9.3.3)

9.0 Matriculated Students

A matriculated student is defined as one who has applied for, been formally admitted to, and has registered in a degree- or certificate-granting program registered by Syracuse University with the New York State Education Department. Students must be matriculated to receive a degree, certificate, or diploma from the University. Students who take an official leave of absence maintain their matriculation status. Students who are withdrawn from the University become nonmatriculated. Upon readmission they regain their matriculation status.

9.1 Nonmatriculated Students

Nonmatriculated students have not been formally admitted to the University. Students not formally admitted to the University who have previously earned a bachelor's degree, at Syracuse University or elsewhere, are considered to be nonmatriculated graduate students, whether registering for graduate or undergraduate courses.

Students who are qualified to enroll in specific courses, but who either do not wish to matriculate in a degree program in the Graduate School or cannot meet all admission requirements for a degree program, may be allowed to register in such courses through University College on a nonmatriculated basis. It is within the purview of each academic unit to determine whether to permit a student to enroll in graduate courses on a nonmatriculated basis. Students may not apply more than 12 credits taken as a nonmatriculated student toward a graduate degree, or more than 15 as explained in section 4.2, "Conversion to Graduate Credit." Nonmatriculated students are held to the same scholastic standards as matriculated graduate students.

However, registration in courses does not imply that a student is matriculated, since matriculation can only be achieved by being formally admitted to a degree program at the University.

Students who are withdrawn from the University become nonmatriculated.

9.2 Enrollment Status

A student is considered enrolled at the University until one or more of the following occurs: (1) the student graduates; (2) the student notifies the Dean of Students Office, the Graduate School, or (UC students only) the Office of Student Administrative Services at University College of the intention to take a leave of absence from the University; (3) the student is withdrawn from the University for academic, medical, or disciplinary reasons; (4) the student fails to register; or (5) the student's registration is cancelled by the University for financial or other reasons.

9.3 Full-Time and Part-time Status

A determination of a student's full-time or part-time status is based on the number of credit hours for which the student is registered in a given semester.

9.3.1 Full-Time Academic Year

Satisfaction of any of the following criteria will confer full-time status on a graduate student during a given semester:

1. Registration for 9 credits for spring or fall (or 6 credits during a given summer session) in a program approved by the student's advisor.
2. Appointment as a graduate assistant or by holding a Syracuse University Fellowship.
3. The student's academic unit (department, program, or college, as appropriate) certifies that the student is pursuing a full-time program of study by virtue of an appropriate combination of activities chosen from among the following: study for preliminary, qualifying, or comprehensive examinations; study to satisfy language or tool requirements; work on a dissertation or thesis; undertaking an internship that equates with at least 9 credits of course work; other special circumstances, as specified and justified by the academic unit.

Under circumstances (2) or (3) above, if the student is not registered for any coursework, including registration for master's thesis or doctoral dissertation credits, he/she must be registered for GRD 998 Degree in Progress.

Law students are required to be enrolled for 12 credits in the spring or fall semester to be in full-time status, as stated in College of Law requirements. In the case of students matriculated in dual degree programs, one of which is the J.D. degree, this requirement for full-time status takes precedence over the 9-credit criterion for full-time status as stated in (1) above.

9.3.2 Full-Time Summer Sessions

Full-time status is determined separately for each of the two summer sessions. To be considered full time over the entire summer, a student must register for a total of 12 credits or satisfy the requirements of (2) or (3) above.

9.3.3 Part-Time Status

Graduate students who do not meet the requirements for full-time status are considered part-time. For the purposes of determining eligibility for federal government sponsored financial aid programs, part-time graduate students must be matriculated, registered for at least six credits a semester, and making satisfactory academic progress.

Students who meet Syracuse University's requirements for full-time or part-time status may not meet requirements for such status as defined by other agencies or institutions. Conversely, students who do not meet the University's requirements for full- or part-time status may be considered full-time or part-time by other agencies. The University's certification of a student's status is based solely on University criteria for graduate students.

Statements concerning student status are prepared by the Registrar's Office, 106 Steele Hall. Statements can be provided for current and past semesters and summer sessions, but not for a future semester or session.

Credits associated with audited courses do not count toward the calculation of enrollment status.

X. Financial Aid (Sec.10.0-10.4)

10.0 Academic Standing and Eligibility for Financial Aid

10.1 Merit-Based Financial Aid

Each academic unit administering a graduate program determines how it will award merit-based financial aid to its graduate students.

10.2 New York State Aid

The New York State Education Department regulations regarding eligibility to receive TAP (Tuition Assistance Program) and all other New York State scholarships and awards require two elements: program pursuit and satisfactory academic progress. Program pursuit requires a student to enroll in a specific number of credit hours each semester and to earn a specific number of credit hours for that semester; satisfactory academic progress requires a student to accumulate a certain number of credit hours while progressing through a degree program and to maintain a progressive GPA during this time.

The two elements of program pursuit and satisfactory academic progress must be met for each semester of study in which state aid is received. All following references to eligibility requirements for TAP aid also apply to all other New York State scholarships and awards.

10.2.1 Program Pursuit for TAP Aid Any student receiving New York TAP funds must maintain registration as a full-time student each semester. The student is required to earn a passing or failing grade in a defined percentage of a full-time course load to be eligible to retain TAP funds. The number of credit hours that must be completed depends on the year of the student's TAP award, not on the year of enrollment. In most instances, the two will coincide. Refer to Table J.

Retaken courses in which an acceptable passing grade has already been received cannot be included as part of the student's minimum full-time or part-time course load for TAP purposes. Retaken courses may be included when (1) a failed course is repeated or (2) a passing grade was received, but the course must be retaken because the original grade was unacceptable in a particular curriculum. Repeatable courses, i.e. courses that can be taken and counted more than once toward fulfillment of degree requirements, are also acceptable.

10.2.2 Satisfactory Academic Progress for TAP Aid To remain eligible for TAP funds, a student must earn credits and obtain a minimum cumulative GPA according to the schedule in Table J. As with program pursuit, this progress is based on the number of TAP payments. These standards of satisfactory progress will be used to determine continuing eligibility for state aid to students who have no "special circumstances." The progress of students with special circumstances, such as those who have transferred from other institutions, have used their waivers, or have received TAP awards before September 1981, will be monitored on an adjusted schedule. When the quantitative and qualitative criteria specified in Table J are not applicable, determination of satisfactory academic progress shall be made by the Office of Financial Aid and Scholarship Programs.

10.2.3 Transfer Students Receiving TAP Aid Transfer students must have their credits evaluated by their colleges to be placed at the proper point on

Table J for certification.

10.2.4 Reinstatement of TAP Aid Eligibility Students found ineligible to receive their next TAP payment may have their eligibility restored by one of the following methods: (1) Any student claiming such circumstances must present to the Office of Financial Aid and Scholarship Programs a written appeal detailing the extenuating or mitigating circumstances and, where applicable, corroborating documentation. (2) Making up the deficiencies without a TAP award. (3) Being readmitted after an absence of at least one calendar year.

10.2.5 Declaring a Major The New York State Department of Education requires that all students receiving TAP must declare an official major by the beginning of the junior year of a bachelor's program in order to continue receiving TAP payments. Students who declare a major after the start of classes in the junior year will not be eligible for TAP until the following semester.

TABLE J

New York State Aid Eligibility Progress Table for Graduate Students

TAP Payment Number ¹	1	2	3	4	5	6	7	8
Minimum number of new credit hours for which student must be enrolled ^{2,3}	12	12	12	12	12	12	12	12
Number of credit hours that must have been completed the preceding semester ^{3,4}	0	12	12	12	12	12	12	12
Total number of earned credits ⁴	0	6	12	21	30	42	57	72
Minimum cumulative GPA	0	2.2	2.4	2.6	2.8	2.8	2.8	2.8

1 These awards are based on payments, not semesters. A graduate student must have completed, with passing or failing grades, a certain percentage of the 12-credit minimum full-time course load during the preceding semester. If a graduate student has received (1) No previous TAP awards, he or she must earn passing or failing grades in 50 percent (6 credits) of the full-time course load in each of the first two award terms, in 75 percent (9 credits) in the third and fourth terms, and in 100 percent (12 credits) of all subsequent terms; (2) One award as an undergraduate, the completion requirement would be 50 percent (6 credits) in the first graduate award term, 75 percent (9 credits) in the second and third award terms, and 100 percent thereafter; (3) Two awards as an undergraduate, the completion requirement would be 75 percent (9 credits) in the first two graduate award terms and 100 percent (12 credits) thereafter; (4) Three awards as an undergraduate, the completion requirement would be 75 percent (9 credits) in the first graduate award term and 100 percent (12 credits) thereafter; or (5) Four or more awards as an undergraduate, the completion requirements would be 100 percent (12 credits) from the very first of the graduate award terms.

2 Courses repeated to improve grades do not count.

3 Credit-equivalent units are as follows: Graduate Assistantship, 3 hours/semester; Master's Thesis in progress, 9 hours maximum; Preparation for Comprehensive /Qualifying Examination, 6 hours maximum; Dissertation in Progress (maximum 3 years), 18 hours/year; Other preparation as approved, 12 hours maximum.

4 Incomplete and failing grades are included in the number of credit hours completed per semester. Only passing grades are included in the number of credit hours earned.

10.3 Federal Financial Aid

All students who receive funds from any federal aid program (Pell Grant, Supplemental Educational Opportunity Grant, College Work-Study, Perkins Loan, Stafford Loan) must maintain satisfactory academic progress as determined by established federal guidelines. Academic progress is defined as earning a minimum number of credit hours over a specific number of semesters and maintaining a minimum GPA.

10.3.1 Graduate Students To maintain eligibility for federal financial aid, all graduate students must: receive a passing grade in 75 percent of total credits taken and will have four semesters in which to achieve the 75 percent standard; must achieve and maintain a 2.0 cumulative GPA. Graduate students will have four semesters in which to attain this cumulative 2.0 GPA.

Graduate students who are registered for 0 credit hours and are certified as full-time by their academic department can maintain eligibility for a maximum of 9 terms (including fall and spring semesters and summer sessions).

10.3.2 Monitoring of Progress for Federal Financial Aid Eligibility Students failing to comply with the above progress requirements will be ineligible to receive federal financial aid in the succeeding academic year. The Office of Financial Aid and Scholarship Programs will notify students of their status in cases where aid is cancelled or withdrawn. Students may regain eligibility in one of the following ways: (1) enroll in courses without receiving financial assistance until the deficiencies are made up, (2) submit an appeal based on extenuating circumstances to the Office of Financial Aid and Scholarship Programs (a student may receive only one appeal), (3) petition the Financial Aid Office in writing to re-instate eligibility after a period of non-enrollment of at least one academic year.

10.3.3 Consortium Agreements Syracuse University has formal consortial arrangements with other institutions only through Syracuse University Abroad (SU Abroad), the Consortium for Culture and Medicine, and the Graduate Scholar Exchange Program. Matriculated students who plan to study abroad through a program not directly sponsored or administered by SU Abroad must contact an SU Abroad counselor at least three months before the start of the program if they intend to apply for federal financial aid, which requires a consortium agreement. Matriculated students enrolled in another institution through programs other than SU Abroad programs, the Consortium for Culture and Medicine, or the Graduate Scholar Exchange Program are not eligible for financial aid through Syracuse University.

10.4 University Financial Aid

Any student who does not meet the academic progress requirements to maintain eligibility for federal financial aid will also lose his or her eligibility for any Syracuse University scholarship and/or grant.

XI. Athletic Eligibility (Sec.11.0)

11.0 To be eligible to participate in intercollegiate competition, a graduate student must be enrolled in a full-time graduate program as defined by Syracuse University, and the student must successfully complete a minimum of six hours of academic credit during each regular term in which the student is enrolled full time as a graduate student.

Questions about NCAA regulations should be directed to the Office of Athletic Compliance in Manley Field House.

Academic Offerings

OFFERING	MINIMUM CREDITS REQUIRED	HEGIS
Accounting		0502
M.S.	30	
Addiction Studies		2201
C.A.S.	19	
Advertising		0604
M.A.	36	
Anthropology		2202
M.A.	30	
Ph.D.	72	
Applied Statistics		1702
M.S.	33	
Architecture - M.Arch I		0202
M.Arch.	110	
Architecture - M.Arch. II		0202
M.Arch.	30	
Art Education		0831
C.A.S.	60	
Art Education: Preparation		0831
M.S.	42	
Art Education: Professional Certification		0831
M.S.	30	
Art History		1001
M.A.	36	
Art Photography		1011
M.F.A.	60	
Art Video		1010
M.F.A.	60	
Arts Journalism		0602
M.A.	36	
Audiology		1220
Au.D.	82	
Ph.D.	90	
Bioengineering		0905
M.S.	30	
Ph.D.	42	
Biology		0401
M.S.	30	
Ph.D.	48	
Broadcast and Digital Journalism		0603
M.S.	40	
Business Administration		0506
M.B.A.	54	
Ph.D.	81	
Ceramics		1009
M.F.A.	60	
Chemical Engineering		0906

M.S.	30	
Ph.D.	42	
Chemistry		1905
M.S.	30	
Ph.D.	48	
Child and Family Studies		1305
M.A.	30	
M.S.	30	
Ph.D.	72	
Childhood Education:Preparation 1-6		0802
M.S.	38	
Civil Engineering		0908
M.S.	30	
Ph.D.	48	
Civil Society Organizations		2102
C.A.S.	15	
Clinical Mental Health Counseling		2104
M.S.	60	
Clinical Psychology		2003
Ph.D.	90	
College Science Teaching		4999
Ph.D.	90	
Communication and Rhetorical Studies		1506
M.A.	33	
M.S.	33	
Communications Management		0599
M.S.	36	
Composition and Cultural Rhetoric		1599
Ph.D.	75	
Computer and Information Sci. & Engineering		0799
Ph.D.	52	
Computer Art		1009
M.F.A.	60	
Computer Engineering		0999
C.E.	60	
M.S.	30	
Computer Science		0701
B.S., M.S.	150	
Computer Science		0701
M.S.	30	
Conducting		1004
M.Mus.	35	
Conflict Resolution		2199
C.A.S.	12	
Counselor Education		0826
Ph.D.	96	
Creative Writing		1507
M.F.A.	48	
Cultural Foundations of Education		0821
C.A.S.	60	
M.S.	30	
Ph.D.	90	
Cultural Heritage Preservation		1099

C.A.S.	15	
Digital Libraries		1499
C.A.S.	18	
Disabilities Studies		2199
C.A.S.	15	
Documentary Film and History		0605
M.A.	39	
Drama		1007
M.A.	30	
M.F.A.	30	
E-Government Management and Leadership		0599
C.A.S.	12	
Early Childhood Special Education		0808
M.S.	36	
Earth Sciences		1917
M.A.	30	
M.S.	30	
Ph.D.	72	
Econometrics		0503
C.A.S.	15	
Economics		2204
M.A.	30	
Ph.D.	72	
Economics/IR Joint Master's		2204/2210
M.A., M.A.	58	
Educational Leadership		0827
C.A.S.	60	
Ed.D.	90	
M.S.	30	
Educational Technology		0899
C.A.S.	15	
Electrical & Computer Engineering		0999
M.Phil.		
Ph.D.	52	
Electrical Engineering		0909
E.E.	60	
M.S.	30	
Engineering Management		0913
M.S.	36	
English		1501
M.A.	30	
Ph.D.	72	
English Education: Preparation 7-12		1501.01
M.S.	40	
English Education: Preparation 7-12 (5 year)		1501
M.S.	30	
Entrepreneurship & Emerging Enterprises		0509
M.S.	30	
Environmental Engineering		0922
M.S.	30	
Environmental Engineering Science		0922
M.S.	30	
European Union & Contemporary Europe		0310

C.A.S.	12	
Executive Master of Public Administration		2102
M.P.A.	30	
Exercise Science		1299.30
M.S.	36	
Experimental Psychology		2002
Ph.D.	90	
Fiber Arts/Material Studies		1009
M.F.A.	60	
Film		1010
M.F.A.	60	
Finance		0504
M.S.	30	
Forensic Science		1999
M.S.	34	
French and Francophone Studies		1102
M.A.	30	
Geography		2206
M.A.	30	
Ph.D.	72	
Health Services Management and Policy		1202
C.A.S.	12	
Higher/Postsecondary Education		0805
M.S.	36	
Ph.D.	90	
History		2205
M.A.	30	
Ph.D.	72	
Illustration		1009
M.F.A.	60	
Inclusive Special Educ: 1-6 Preparation		0808
M.S.	32	
Inclusive Special Educ: 7-12 Preparation		0808
M.S.	32	
Inclusive Special Educ. Severe/Multiple Disabilities		0808
M.S.	31	
Independent Study MBA (iMBA)		0506
M.B.A.	54	
Information Management		0702
D.P.S.	51	
M.S.	30	
Information Management (Executive)		0702
M.S.	42	
Information Science and Technology		0702
Ph.D.	78	
Information Security Management		0799
C.A.S.	15	
Information Systems and Telecommunications Management		0799
C.A.S.	18	
Information, Technology, and Policy, and Mgt.		0799
C.A.S.	12	
Instructional Design, Development, and Evaluation (IDD&E)		0899
C.A.S.	60	

M.S.	36	
Ph.D.	90	
Instructional Technology		0899
M.S.	37	
International Relations		2210
M.A.	40	
International Relations/Public Administration Joint Program		2210/2102
M.A.	58	
M.P.A.	58	
Jewelry and Metalsmithing		1009
M.F.A.	60	
Latin American Studies		0308
C.A.S.	12	
Law		1401
J.D.	87	
Law/Cultural Foundations of Education		1401,0821
J.D./M.S.		
Law/Forensic Science		1401,1999.20
J.D./M.A.		
Law/Library Science		1401,1601
J.D./M.S.		
Law/Management		0599/1401
J.D./M.B.A.		
Law/Public Administration		1401, 2101
J.D./M.P.A.		
Leadership in International and Non-Governmental Organizations		2102
C.A.S.	12	
Library and Information Science		1601
M.S.	36	
Library and Information Science: School Media		0899.01
C.A.S.	21	
Lifelong Learning and Continuing Education		0899
C.A.S.	24	
Linguistic Studies		1505
M.A.	30	
Literacy Education Birth - Grade 6		0803
M.S.	36	
Literacy Education Grades 5-12		0830
M.S.	36	
Magazine, Newspaper, and Online Journalism		0602
M.A.	36	
Marriage and Family Therapy		1305
M.A.	45	
Ph.D.	90	
Mass Communications		0605
Ph.D.	90	
Mathematics		1701
M.S.	30	
Ph.D.	90	
Mathematics Education		0833
Ph.D.	90	
Mathematics Education Preparation 7-12		1701.01
M.S.	43	

Mathematics Education: Preparation 7-12 (5 year)		1701.01
M.S.	30	
Mechanical and Aerospace Engineering		0910
M.S.	30	
Ph.D.	48	
Media Management		0605
M.S.	36	
Media Studies		0605
M.A.	36	
Microwave Engineering		0909
C.A.S.	18	
Middle Eastern Affairs		0309
C.A.S.	15	
Museum Studies		1099
M.A.	33	
Music Composition		1004.10
M.Mus.	35	
Music Education Professional Certification		0832
M.Mus.	33	
M.S.	33	
Music Education: Preparation		0832
M.S.	47	
Nutrition Science		1306
M.A.	36	
M.S.	30	
Ph.D.	78	
Organ		1004
M.Mus.	32	
Painting		1002
M.F.A.	60	
Pan African Studies		0305
M.A.	30	
Percussion		1004
M.Mus.	35	
Philosophy		1509
M.A.	30	
Ph.D.	72	
Photography		1011
M.S.	30	
Physics		1902
M.S.	30	
Ph.D.	51	
Piano		1004
M.Mus.	36	
Political Science		2207
M.A.	30	
Ph.D.	72	
Post-Conflict Reconstruction		2299
C.A.S.	12	
Printmaking		1009
M.F.A.	60	
Professional Accounting (distance)		0502
M.S.	30	

Professional Practice in Educational Technology		0899
C.A.S.	24	
Public Administration		2102
C.A.S.	12	
M.P.A.	40	
Ph.D.	81	
Public Diplomacy - Dual Degree Int'l Rel., Public Rel.		2210, 0604
M.A., M.S.	58	
Public Management and Policy		2101
C.A.S.	12	
Public Relations		0604
M.S.	36	
Reading Education		0830
Ph.D.	90	
Religion		1510
M.A.	30	
Ph.D.	78	
School Counseling		0826.01
M.S.	48	
School Counseling-P/P		0826.01
C.A.S.	60	
School District Business Leader (Professional Certification)		0827
C.A.S.	60	
Science Education		0834
C.A.S.	60	
Ph.D.	90	
Science Education (Biology): Preparation 7-12 (5 yr.)		0401.01
M.S.	30	
Science Education (Chemistry): Preparation 7-12 (5 yr.)		1905.01
M.S.	30	
Science Education (Earth Sciences): Preparation 7-12 (5 yr.)		1917
M.S.	30	
Science Education (Physics): Preparation 7-12 (5 yr.)		1902
M.S.	30	
Science/Biology Education Preparation 7-12		0401.01
M.S.	40	
Science/Chemistry Education Preparation 7-12		1905.01
M.S.	40	
Science/Earth Sciences Education Preparation 7-12		1917
M.S.	40	
Science/Physics Education Preparation 7-12		1902
M.S.	40	
Sculpture		1002
M.F.A.	60	
Security Studies		2102
C.A.S.	12	
Social Psychology		2005
Ph.D.	90	
Social Science		2201
M.S.Sc.	30	
Ph.D.	72	
Social Studies Education: Preparation 7-12		2201.01
C.A.S.	60	

M.S.	40	
Social Studies Education: Preparation 7-12 (5 yr.)		2201.01
M.S.	30	
Social Work		2104
M.S.W.	60	
Social Work Advanced Standing Program		2104
M.S.W.	36	
Sociology		2208
M.A.	30	
Ph.D.	72	
South Asian Studies		0303
C.A.S.	12	
Spanish Language Literature and Culture		1105
M.A.	30	
Speech Language Pathology		1220, 0815
M.S.	42	
Ph.D.	90	
Strings		1004
M.Mus.	36	
Structural Biology, Biochemistry, and Biophysics		0415
Ph.D.	72	
Student Affairs Counseling		0826
M.S.	48	
Supply Chain Management		0506
M.S.	30	
Sustainable Enterprise		0420
C.A.S.	15	
Systems Assurance		0799
C.A.S.	21	
Teaching and Curriculum		0829
M.S.	30	
Ph.D.	90	
Teaching English Language Learners (TELL)		1508
M.S.	30	
Telecommunications and Network Management		0799
M.S.	36	
Television-Radio-Film		0603
M.A.	36	
Voice		1004
M.Mus.	36	
Wind Instruments		1004
M.Mus.	35	
Women's Studies		4902
C.A.S.	12	

Other Programs

English Language Institute

Geraldine de Berly, Director
700 University Avenue, 315-443-2390
FAX: 315-443-1530
elimail@uc.syr.edu
<http://www.suce.syr.edu/eli/>

Syracuse University sponsors the English Language Institute (ELI) to provide English language instruction to international students and visiting professionals. It is administered through University College and offers instruction, from beginner to advanced levels.

The ELI provides intensive study of the language for those who must improve their English for academic or professional reasons. Its goal is to prepare participants to use English as quickly and effectively as possible. Instruction is offered in English grammar, reading, writing, listening, speaking, and pronunciation. Films, lectures, area trips, and special events are part of the program and are designed to help students learn English on an accelerated basis.

Students may take a series of 15-week courses with 20 hrs a week of instruction. During the summer, two 6-week sessions with 25 hours a week of instruction are offered. Short and long-term courses can also be designed for individuals or groups with specific needs and disciplines. Completion of the Level 4 (high intermediate) course will waive the University TOEFL requirement for undergraduates.

For further information, contact the English Language Institute, 700 University Avenue, Syracuse NY 13244-2530, U.S.A.

iLEARN

Kandice L. Salomone, Director
329 Hall of Languages, 315-443-9396
ilearn.syr.edu

The Center for Innovative Learning (iLEARN) of the College of Arts and Sciences supports a variety of innovative educational programs and undergraduate research activities in the College and its departments. It also serves as a clearinghouse for information about undergraduate research and other innovative learning opportunities, as well as a source of encouragement and support for their further development.

The center helps students complement traditional classroom and laboratory work with enhanced out-of-classroom learning experiences. These experiences represent active learning at its best, tapping students' creativity, curiosity, and drive. These kinds of opportunities also enable students to apply their knowledge and skill to independent research and other scholarly projects that address real world problems, and give them the kinds of experiences helpful in making career choices.

Exemplary programs

- Undergraduate Research Program
- The Syracuse University Undergraduate Mock Trial Program
- Ruth Meyer Undergraduate Research Scholars Program
- The Syracuse University Debate Society

Funding opportunities

iLEARN has funds available for use by arts and sciences undergraduate students, faculty, and departments/programs for eligible projects. Eligibility is dependent on a project's relevance to the types of educational activities listed in the mission statement. Inquiries should be made to the director of iLEARN.

Courses/Credits

Each credit-earning program listed under iLEARN has its own courses or credit-bearing numbers available for use by eligible students.

Mary Ann Shaw Center For Public & Community Services

Pamela Kirwin Heintz, Director
237 Schine Student Center, 315-443-3051
CPCS@syr.edu
students.syr.edu/cpcs

The Mary Ann Shaw Center for Public and Community Service (CPCS) provides support for faculty to integrate community based service learning/research into academic coursework for undergraduate and graduate students. It does this by: furnishing organizational information about placements for those seeking community based service learning/research opportunities; helping create new partnerships/collaborations and learning/research opportunities; and supporting ongoing academic programs/projects/courses that foster community based service learning/research on the local, national, and global levels. Since opening in 1994, CPCS has provided assistance to faculty in the form of training and orientation, identification and mitigation of risk/liability issues, ongoing support, monitoring, and evaluation. Additionally, CPCS offers a variety of curricular and co-curricular service opportunities. Every college within the University offers community based service learning/research opportunities for students.

The Program

Community based service learning components of courses provide opportunities for students to put the value of learning into action through community service placements. The students can connect theory and practice as they train for life, enrich their moral character, and develop their sense of civic responsibility. This educational opportunity deepens the students' sense of connectedness and responsibility to others and includes elements of vocation and avocation.

Students participate in the community based service components of their courses by completing a predetermined number of service hours at a community site. Under the direction of the course professor, teaching assistants, academic managers, and CPCS, students keep journals, write papers, do action based

research, and present projects and reports to reflect on and process the community service experience. The course professor assumes grading responsibility. Academic credit for the service learning experience is awarded by the professor through credit for the course.

CPCS works with students, faculty, teaching assistants, academic administrators, and community site partners and supervisors to assist in successfully implementing community based learning opportunities. CPCS provides information about placement options; orientation to the community; assistance when there are questions; transportation (on a first-come, first-served basis to the extent resources allow); and evaluation of the community service component of the course for future improvement.

Courses

Students are invited to visit the CPCS office or web site at students.syr.edu/cpcs to check the list of the courses known at this time to include a community based service learning component. Students are encouraged to discuss courses that interest them with the appropriate faculty advisor before registering. Students can, with the approval of the professor, request individual placements within courses to enhance assignments or course goals. CPCS will work to help the student develop and implement an appropriate placement, as well as assist with the reflection and processing of the experience, if appropriate.

Renee Crown University Honors Program

Professor James Spencer, Interim Director
306 Bowne Hall, 315-443-2759

The Renée Crown University Honors Program is a selective, demanding, and rewarding program for outstanding students who seek intense intellectual challenge and are prepared to invest the extra effort it takes to meet that challenge. It is marked by four distinguishing characteristics:

- heightened expectations;
- participation in a vibrant and active community of learners;
- intensity of intellectual experience; and
- special intellectual opportunities and responsibilities.

The program is open to qualified students from all undergraduate majors at Syracuse University. Its requirements, supplemental to those of their majors, stipulate that they demonstrate the attributes of depth, breadth, command of language, global awareness, civic engagement, and collaborative capacity by successfully completing the following program requirements:

DEPTH

1. An Honors Capstone Project, with written summary for a non-expert audience; and
2. XXX 499, Capstone Project preparation, in the major (e.g., HST 499 or ETS 499).

BREADTH (the following three requirements):

A. An introductory honors seminar (HNR 100, for first-year students; HNR 210, HNR 220, or HNR 230 for students entering after their first year).

B. Disciplinary Diversity

Four three-credit Honors courses, from at least two of the following divisions: humanities, social sciences, or natural sciences/mathematics. At least two of these courses must carry the HNR prefix. The remaining two courses may have the HNR prefix, or be Honors sections of regular, departmental courses. Students may substitute three one-credit, 200-level Honors seminars, taken for a grade, for one of these courses.

C. Interdisciplinary Work

 (one of the following three options):

1. An approved, three-credit HNR or other course with substantial interdisciplinary content; or
2. An independent project experience, with prior approval from the Honors Program; or
3. A clearly interdisciplinary Capstone Project, with prior approval from the Honors Program and from the student's major department.

COMMAND OF LANGUAGE (the following four requirements):

1. The Capstone Project as described under "Depth" above;
2. A written summary of the Capstone Project, as noted under "Depth" above;
3. One course with a substantial public presentation requirement; and
4. *Either* one course with a significant quantitative component *or* one course in creative expression.

GLOBAL AWARENESS (two of the following ten options; at least one must be non-Eurocentric in its focus):

1. One course that has a non-US focus (other than language courses);
2. A Capstone Project that has a non-US focus;
3. Ability in a foreign language at a level of 201 or higher;
4. An internship or other work with a documented global perspective for at least 50 hours;
5. A semester or summer abroad in a University-approved foreign study program;
6. An Honors-approved, short-term program that includes a foreign travel component (see examples at: suabroad.syr.edu/programs/shortTerm);
7. At least one semester of residence in a Learning Community with an international focus.
8. Participation in the University's Maxwell in Washington Undergraduate Semester residency program (IR/DC);
9. An approved, sustained, reciprocal mentoring partnership with international students for one semester under the aegis of the Slutzker Center for International Services; or
10. An alternative path approved in advance by the Honors Program.

If the requirements of a student's major create a serious impediment to completing this requirement as stated, the student may, with prior approval from the program director, satisfy the requirement by completing two global courses, at least one of which must be non-Eurocentric.

CIVIC ENGAGEMENT

Demonstrate civic engagement through sustained, documented involvement over several semesters. The minimum requirement is 50 hours of activity.

COLLABORATIVE CAPACITY (one of three options):

Successfully complete an extended activity with a team of three to five collaborators that involves significant intellectual content appropriate to the Honors Program:

1. An approved course that involves substantial teamwork; or
2. An independent project experience (in an area such as drama or engineering), resulting in production of a deliverable artifact, such as a report, presentation, or performance (requires faculty approval before work begins and at the end of the project);
3. An off-campus project (which may be done through an internship, field experience, or other activity), resulting in a deliverable artifact, such as a report, presentation, or performance, and accompanied by a written description of the experience, signed by the faculty mentor.

All courses taken to fulfill the above requirements must be completed with a grade of B or better. Honors students must complete the program with a grade point average at least at the *cum laude* level in their home schools or colleges (for School of Architecture students, 3.2; for all other schools and colleges, 3.4).

Upon completion of these requirements, “Renée Crown University Honors” is awarded on the diploma and listed under “Awards and Honors” on the transcript.

Courses

For a listing of current and past Honors courses offered each semester, go to <http://honors.syr.edu/courses/index.htm>.

Reserve Officer Training Corps (ROTC)

The Reserve Officer Training Corps program is offered by the Air Force through the Department of Aerospace Studies and by the Army through the Department of Military Sciences. Both programs include a basic course taken during the first and sophomore years, and an advanced course taken during the junior and senior years. Each program offers commissions in their respective service for men and women who complete the course requirements and meet other mandatory prerequisites.

Students may enroll in the first two years of either program and complete field training or basic camp without incurring any military-service obligation. Uniforms and ROTC textbooks are furnished throughout the programs. Students accepted to the second two years of the programs are given a subsistence allowance of \$450 to \$500 a month during each academic year. Two-, three-, and four-year scholarship recipients receive tuition assistance, a book allowance, lab fees, and a stipend ranging from \$300 a month for first-year students to \$500 a month for seniors for the duration of their scholarship.

Sophomores may receive credit for the basic course by attending a special, expenses-paid, five-week camp during the summer before the junior year.

Enrollment in the ROTC program is also available to seniors who expect to go directly into graduate school in a program that requires at least two academic years to complete, as well as to graduate students who will have four or more semesters remaining at the time of the next fall registration.

Academic credit awarded toward graduation requirements for military science and aerospace studies courses is determined by the individual schools and colleges.

Interested students should inquire at the ROTC office of their choice either before or at the start of the academic year or semester. Students may visit the ROTC offices in Archbold North. For more information on the individual program descriptions, refer to the course catalog or call the Unit Admissions Officer, Army ROTC, 315-443-1752; or Air Force ROTC, 315-443-2461; or visit us .

Air Force Reserve Officer Training Corps
Lt. Col. Ray Bowen
Professor of Aerospace Studies
303 Archbold, 315-443-2461

The goal of the Air Force Reserve Officer Training Corps is to commission second lieutenants in the U.S. Air Force. Students completing the Air Force ROTC training program will serve as Air Force officers on active duty for a minimum of four years after graduation. These students will have learned to exercise leadership, think critically and creatively, and communicate effectively. All cadets are required to complete the Air Force ROTC course sequence. The ROTC academic courses are cross-listed with other University departments and colleges, allowing academic credit toward degree requirements.

Students in the Air Force ROTC program enroll in an aerospace studies (ASC) course each semester. ASC 205/PAF 275 and ASC 206/PAF 276 are taken during the first year and ASC/HST 295 and ASC/HST 296 are taken during the sophomore year. These courses comprise the general military course and meet one hour a week.

During the junior year, students enroll in ASC 305/O&M 405 and ASC 306/O&M 406. During the senior year, they enroll in ASC 405/PAF 475 and ASC 406/PAF 476. These courses comprise the professional officer course, and each meets for three hours a week.

All academic courses are taught by career Air Force officers who hold at least a bachelor’s degree. These officers are on the University faculty and hold the academic title of professor or assistant professor for the duration of their assignment.

Besides attending academic classes, cadets attend a leadership laboratory each week. The leadership laboratory provides instruction in Air Force customs and courtesies, drill and ceremonies, expeditionary skills, and briefings on career opportunities. The instruction is conducted by the cadet corps with a progression of experiences designed to develop leadership potential.

During the summer between the sophomore and junior years, cadets attend field training at Maxwell Air Force Base in Alabama. This training is four weeks long for the cadets in the four-year program and five weeks long for cadets in the two-year program. Field training provides each cadet with leadership training, group involvement, physical fitness training, and a chance to experience life in an active Air Force environment.

Juniors in Air Force ROTC are eligible to apply for positions as cadet training assistants or to participate in professional development training programs around the country. Cadet training assistants attend a field training camp and train and evaluate cadet trainees and execute field training activities.

Army Reserve Officer Training Corps
Lt. Col. Philip G. Smith
Professor of Military Science
308 Archbold North, 315-443-2462

Students in the Army ROTC program receive instruction in general military science in preparation for commissions as second lieutenants in the U.S. Army, Army Reserve, or National Guard. Officer education emphasizes such areas as the duties and responsibilities of junior officers; the understanding of the fundamental concepts and principles of military art and science; the development of leadership and management potential; a basic understanding of associated professional knowledge; a strong sense of personal integrity, honor, and individual responsibility; and an appreciation of the requirements for national security.

All students participate in a two-hour leadership laboratory each week. This period of instruction is largely student-planned and directed and provides opportunities for realistic leadership experience. It emphasizes leadership, basic military skills, and professional knowledge subjects.

In addition to the leadership laboratory, basic-course students (first-year and sophomore students) receive instruction in physical conditioning, first aid, effective writing, and human behavior. The basic course does not obligate students to any military service and only requires two to three hours a week.

After successful completion of basic-course requirements, students can enroll in advanced ROTC, which requires five to eight hours a week.

In the junior year cadets prepare for advanced camp, which takes place at an active duty Army base, during the summer between the junior and senior year.

Students study military leadership and management, map reading, advanced physical conditioning, military ethics, professionalism, and law. These courses, if cross-listed with other academic courses, may be taken for academic credit.

Field training exercises are held once each semester. They introduce a wide range of military skills and stress practical application of classroom instruction. Skills in rappelling, land navigation, tactics, and marksmanship are taught at a variety of field sites in Central New York and Pennsylvania.

Aerospace Studies Courses

GENERAL MILITARY

ASC 101,102/201,202
ASC 205/PAF 275
ASC 206/PAF 276
ASC/HST 295
ASC/HST 296

PROFESSIONAL OFFICER

ASC 301,302/401,402
ASC 305/O&M 405
ASC 306/O&M 406
ASC 405/PAF 475
ASC 406/PAF 476

MILITARY SCIENCE COURSES

MSL 101,102/201,202
MSL 301,302/401,402

Student Success Initiative (SSUI)

The Student Success Initiative (SSUI) program is committed to the retention of students. In partnership with SU's schools and colleges, SSUI provides a comprehensive learning community experience that includes personal coaching, quiet study areas, University-wide study clinics, tutorials, and social activities. To qualify for the SSUI program, students must show some indication they are academically "at risk" and are dedicated to making a change in their approach to academic and personal development. For additional information, contact JoAnn May, Director, SSUI, 700 University Avenue, Suite 407, 315-443-1095, or visit our web site .

SU Abroad

Jon Booth, Executive Director
106 Walnut Place, 315-443-3471
suabroad.syr.edu

Syracuse University Abroad (SU Abroad) offers students the opportunity to study abroad for a semester, academic year, or a summer or short-term session without interrupting a normal degree program. All programs offer fully accredited Syracuse University courses. Most programs are open to qualified students regardless of the major field of study, and past participants have come from all the colleges and schools of the University, as well as from other college and university campuses across the United States.

Programs are available during the academic year at centers operated by Syracuse University in Chile, China, England, France, Hong Kong, Italy, and Spain. Through SU's World Partners program, additional opportunities are available in Australia, Austria, Barbados, Botswana, Cameroon, Chile, China, Costa Rica, the Czech Republic, the Dominican Republic, Ecuador, Egypt, England, France, Germany, Ghana, Hong Kong, India, Ireland, Israel, Italy, Jamaica, Japan, Kenya, Korea, Morocco, Namibia, Poland, Russia, Senegal, South Africa, Spain, Trinidad and Tobago, Turkey, and Uganda.

Summer sessions abroad vary from year to year at SU centers and other sites in Europe, Asia, Latin America, and Africa. Many summer programs feature internships and professional development opportunities, including management in London, Madrid, and South Africa, or filmmaking in India.

The goals of SU Abroad are to draw upon unique cultural and intellectual resources in host countries in order to extend subject-matter competency, develop language proficiency and cultural sensitivity to enhance and broaden the perspective of one's own culture. The structured academic program, living accommodations, and cultural engagement through community service and volunteer program contribute to achieving these goals.

Programs at SU centers are supervised by permanent academic directors and on-site staff. Courses are taught by SU professors and professors from institutions in the host country. Language instruction is integral to the program. There is no language prerequisite at SU centers, with the exception of the Chile center which requires at least one year of college-level Spanish and an intensive pre-semester, four-week language course.

Students pay SU tuition and a program fee, which typically covers all-school field study, orientation, housing, and some meals for the term. Financial aid and institutional scholarships travel with students enrolled in SU Abroad programs. Other financial aid opportunities available include study-abroad and work-study grants, named scholarships, merit scholarships, location grants, and other aid assistance.

Study abroad programs are available in cooperation with all schools and colleges of the University. Although most semester- and year-long programs are designed for undergraduate students, several graduate courses and programs are offered abroad.

For information about the courses offered in each country, visit suabroad.syr.edu.

Undergraduate Research

Kandice L. Salomone, Director
329 Hall of Languages, 315-443-9396
ilearn.syr.edu

The Undergraduate Research Program (URP), housed in the College of Arts and Sciences but open to qualified participants from other colleges, exists to provide non-classroom, credit-bearing educational opportunities to undergraduate students. Interested qualified students work closely with faculty members in faculty-generated research projects, or other projects representing the faculty member's professional and academic interests. The program features the apprenticeship model, and students gain firsthand experience in creative and investigative academic processes, participate in alternate learning environments, translate theory into practice, explore the cutting edges of particular disciplines, develop closer working relationships with faculty members, and enhance their own career and educational credentials.

FACULTY PARTICIPATION

The program offers faculty members a chance to extend and expand the character of their teaching in the undergraduate context, to work closely with self-selecting, highly motivated students, to attract excellent students to continued study in their particular field of study, and to open both internal and external funding possibilities by way of undergraduate involvement in their work. Faculty projects open to this involvement are invited and listed on a semester-by-semester basis, although individual projects may extend beyond a semester in length or be repeated or relisted as appropriate. The character and requirements of these projects, as well as the number of credits involved, vary greatly, since they come from across the disciplines of the College of Arts and Sciences, and sometimes from other colleges as well. The common criterion for all, however, is appropriateness to an educational credit-bearing experience for qualified undergraduate students.

For more information about the Undergraduate Research Program please visit our website

University Gerontology Center

Janet Wilmoth, Director
Martha W. Bonney, Assistant to the Director
426 Eggers Hall, 315-443-2703
gerontology.syr.edu

The Gerontology Center at Syracuse University administers a certificate in gerontology for both graduate and undergraduate students, and undertakes or supports a broad range of research and scholarly activity. The center calls upon faculty from a variety of departments, disciplines, and professions across the University, including public administration, human services, economics, social work, law, psychology, sociology, exercise science, and education. It is committed to an interdisciplinary team approach in its research projects. Graduate students, staff, and faculty work closely together in a cooperative framework of learning and the advancement of knowledge.

Established in 1972, it is one of the oldest institutions of its kind in the United States. It has been a leader in public policy analysis and professional education to benefit the elderly. The center does not offer its own curriculum. Instead, coursework in the field of aging is offered through each participating school or college. Students matriculate for a degree in a school or college within the University and undertake a specialization in gerontology.

ACADEMIC PROGRAM

The University Gerontology Center offers the opportunity for all undergraduate and graduate students to relate their major to the study of aging. A certificate of achievement in gerontology is awarded to graduating students who have successfully completed 15 credits of aging-related coursework.

ADMISSION

Students interested in the Gerontology Certificate program must complete an application, which can be obtained from the Gerontology Center office. Students are encouraged to apply early in their academic career.

Defense Comptrollership Program

Contact - Col. (Ret.) David Berg, Director, 420 Whitman School of Management, 315-443-2898, dberg@syr.edu.

The Defense Comptrollership Program (DCP) is a unique cooperative endeavor between the Department of Defense/ Department of Homeland Security and Syracuse University. Jointly established in 1952 by the Whitman School of Management and the Maxwell School of Citizenship and Public Affairs, DCP was designed to provide an academic foundation of both business and government theory. It is a dual degree M.B.A./Executive Master of Public Administration (Executive M.P.A.). As the practice of these concepts and theories will be utilized in the dynamic environment of national defense, emphasis is placed upon the implications for comptrollership. The DCP participants pursue the traditional M.B.A. and Executive M.P.A. curriculum along with the other graduate students during the fall and spring semesters. The transition to the practice of Defense Comptrollership is delivered to the DCP class during summer sessions. As part of the course, students are required to take the Certified Defense Financial Management Exam and spend a week in Washington D.C. Upon successful completion of the 14-month tailored curriculum, commissioned officers and professional civilian employees are awarded both an M.B.A. and an Executive M.P.A. degree and assigned to resource management positions throughout the U.S. Government.

Program Overview

Public Health

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www.upstate.edu/cnymph

The Master of Public Health (M.P.H) degree is a collaborative program, sponsored jointly by SUNY Upstate Medical University (UMU) and Syracuse University (SU). Participating colleges at Syracuse University include the Maxwell School of Citizenship and Public Affairs, the College of Human Ecology, L.C. Smith College of Engineering and Computer Science, and the College of Law.

The program is designed to prepare students in the basic knowledge areas in public health through a core curriculum of required courses; extend that knowledge through elective coursework and through practical skills honed in field experiences; and demonstrate an integration of that knowledge through a culminating experience. The basic knowledge areas include: biostatistics, epidemiology, environmental health, health policy and management and social and behavioral sciences. A minimum of 42 credits is required for the degree, consistent with the accreditation criteria for public health programs promulgated by the Council on Education for Public Health.

The M.P.H. student body consists of individuals with a variety of backgrounds and preparations, including students directly out of undergraduate school with a relevant baccalaureate degree as well as professionals with graduate degrees and significant work experience in public health administration or clinical care. Students will be prepared for career opportunities in public health administration, leadership roles in private agencies involved in public health delivery and advocacy, research, and clinical care broadened by an understanding of the health care delivery system and grounded in public health practice.

Admission

Students interested in the M.P.H. must complete an application online at:

http://www.upstate.edu/cnymph/academic/mph_degree/how_to_apply.php

Guide To Reading Course Descriptions

Course Numbering System

The present system of numbering courses prescribes that all courses use three digits to indicate the course level and/or type of course, and a three-letter subject designator to indicate the department or college.

The following catalog numbering guidelines indicate the level and type of course:

Remedial and noncredit courses	000-099
Freshman-level courses	100-199
Sophomore-level courses	200-299
Junior- and senior-level courses	300-499
Joint undergraduate- and graduate-level courses	500-599
First-year graduate-level courses	600-699
Second- and third-year graduate-level courses	700-899
Readings, research, and individual study courses at the doctoral level only	900-996
Master's thesis	997
Individualized study program	998
Doctoral dissertation	999

INTERPRETATION

The first, or left, digit of the course catalog number indicates level.

The second, or middle, digit may or may not indicate the study area, depending upon the curriculum structure of the particular department.

Glossary of Course Designators

Each course number is preceded by a three-letter designator that indicates the subject or area of study. You can view a complete alphabetical list of such designations, together with the area for which each stands and the college or school in which the course is taught, by selecting the above link.

Guide To Reading Descriptions

EXAMPLE 1

ANT447 Archaeology of North America College of Arts and Sciences

Crosslisted with: NAT 447

Double Numbered with: ANT 647

3 Credits - Offered irregularly

Introduction to the regional prehistory of North America north of Mexico, from the late Pleistocene until European contact. Adaptation of prehistoric human populations to their ecosystems. Additional work required of graduate students.

PREREQ: ANT 141, ANT 145

ANT447 — course subject designator = ANT (Anthropology) (see “Glossary of Course Designators) and catalog number = 447.

Archaeology of North America — course title.

College of Arts and Sciences — the school, college or academic unit offering the course.

Crosslisted* with: NAT447— course is crosslisted with a course in Native American Studies, NAT 447.

*Crosslist: Two or more different subject designators, same or different course numbers, but with the same title and catalog description, e.g., ANT/NAT 447. Crosslisting may occur within a school or college or between or among schools/colleges.

Double-Numbered with: ANT647** — Course is also offered as ANT 647.

**Double Number: Same subject designator, two different course numbers at the same or different levels, usually undergraduate and graduate, e.g., ANT 447/647.

3 Credits — number of academic credits the course carries. Variable credit courses show a range of credits, e.g. 1-3 credits.

Offered irregularly — Indicates frequency of offering. Courses may be offered every semester, at least once a year, only in academic years ending in an odd year (2010-2011) or in an even year (2011-2012); during a summer session, irregularly, or based on sufficient student interest.

Introduction to the regional prehistory of North America north of Mexico, from the late Pleistocene until European contact. Adaptation of prehistoric human populations to their ecosystems. Additional work required of graduate students.— Course description

PREREQ: ANT 141, ANT 145 — A prerequisite (PREREQ) is a course or condition that must be successfully completed or met before enrollment is possible in the course described. Prerequisites separated by a comma (“ANT 141, ANT 145”) indicate a series of prerequisites, all of which are required. Variations include “ANT 141, ANT 145 or ANT 121” which indicates that the student must complete either ANT 141 and ANT 145 or ANT 141 and ANT 121. If the course had a corequisite, i.e., the course or courses in which concurrent enrollment is required, it would display the corequisites as “**COREQ**”.

Example 2– Courses that can be repeated for credit

SED 340 Participation in the Professional Development School School of Education

Crosslisted with: EED 340

Double Numbered with: SED 640

0-1 Credits - Offered each semester

Individual involvement in research, discussion and decision making with teachers, university faculty, and colleagues who are members of the Professional Development School Cadres and Academies. Permission of instructor.

Repeatable 5 time(s), 2 credits maximum

In this example, the statement “repeatable 5 time(s), 2 credits maximum”, appears at the end of the description. This means the course may be taken and counted more than once toward fulfillment of degree requirements. In the example, SED 340 can be repeated up to 5 times, but only for a maximum of 2 credits earned.

Descriptions Of All-University Courses

All-University courses allow students considerable flexibility in developing individual academic programs. Students enrolled in any school or college within the University may enroll in these courses. Some, but not all, all-University courses are displayed under individual school and college course listings in this catalog. Whether listed or not, the descriptions are standard in every program and are provided below.

Experience credit and independent study courses may be elected for one to six credits, depending on individual arrangements with the participating faculty member. In selected topics courses, students may earn one to three credits. Students are advised to check carefully with their faculty advisors and the dean of their school or college before registering for an all-University course to be sure that the course will be accepted toward the completion of their degree requirements.

SELECTED TOPICS (TITLE MAY VARY)

(Subject) (Catalog Number) Selected Topics 1-3 credits

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

EXPERIENCE CREDIT

(Subject) (Catalog Number) Experience Credit 1-6 credits

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. The student must get permission, in advance, of assigned instructor, department chair, or dean.

INTERNATIONAL COURSE

(Subject) (Catalog Number) (Title and Name of Institution) 1-12 credits

Offered through Syracuse University Abroad (SU Abroad) by an educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution’s practice. SU Abroad works with SU’s academic department to assign the appropriate course level, title, and grade for the student’s transcript.

INDEPENDENT STUDY

(Subject) (Catalog Number) Independent Study 1-6 credits

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. May be repeated for credit.

HONORS THESIS

(Subject) 499 Honors Thesis 3-6 credits

The “499” number is used as needed by all departments in the University. Students sign up for Honors Thesis the same way they do for the other all-University courses - by filling out a form at registration each time they register for the course.

Course Numbering for All-University Courses

	Lower-division	Upper-division	1 st year graduate	Advanced graduate
Selected topics	100, 200	300, 400, 500	600	900
Experience credit	170, 270	370, 470, 570	670	970
International	180, 280	380, 480, 580	680	980
Independent study	190, 290	390, 490, 590	690	990
Honors thesis		499		



Course Designators

AAA Asian/Asian American Studies (The College of Arts and Sciences)
AAS African American Studies (The College of Arts and Sciences)
ACC Accounting (The Martin J. Whitman School of Management)
ACT Applied Computer Technologies (University College)
ADD Advertising Design (School of Art and Design)
ADF Art & Drama of Film (Drama)
ADV Advertising (S.I. Newhouse School of Public Communications)
AED Art Education (School of Education)
AEE Aerospace Engineering (L.C. Smith College of Engineering and Computer Science)
AJP Arts Journalism (S.I. Newhouse School of Public Communications)
ALP Arts Leadership Administration (The College of Arts and Sciences)
AMC Applied Music (Setnor School of Music)
AMH Amharic (The College of Arts and Sciences)
AMP Art Media Program (School of Art and Design)
AMS American Studies (The College of Arts and Sciences)
ANT Anthropology (The College of Arts and Sciences)
APH Art Photography (School of Art and Design)
ARA Arabic (The College of Arts and Sciences)
ARB Arabic (The College of Arts and Sciences)
ARC Architecture (School of Architecture)
ARD Urban Design (School of Architecture)
ART Art (School of Art and Design)
AST Astronomy (The College of Arts and Sciences)
ATE Adult Education (School of Education)
BCM Biochemistry (The College of Arts and Sciences)
BDJ Broadcast and Digital Journali (S.I. Newhouse School of Public Communications)
BEN Bioengineering (L.C. Smith College of Engineering and Computer Science)
BFA Basic Art (Freshmen) (School of Art and Design)
BGR Bulgarian (The College of Arts and Sciences)
BIB Bible Studies (The College of Arts and Sciences)
BIO Biology (The College of Arts and Sciences)
BNG Bengali (The College of Arts and Sciences)
BPS Bachelor of Professional Studies (University College)
BRI Brass Instruments (Setnor School of Music)
BRY Biochemistry (The College of Arts and Sciences)
BSN Bassoon (Setnor School of Music)
BTB Tuba (Setnor School of Music)
BUA Business Administration (The Martin J. Whitman School of Management)
BUE Business Economics (The Martin J. Whitman School of Management)
CAR Computer Art (School of Art and Design)
CAS College of Arts and Sciences (The College of Arts and Sciences)
CCR Composition and Cultural Rhetoric (The College of Arts and Sciences)
CEN Chemical Engineering (L.C. Smith College of Engineering and Computer Science)
CER Ceramics (School of Art and Design)
CFE Cultural Foundations of Education (School of Education)
CFS Child and Family Studies (Child and Family Studies)
CGR Computer Graphics (School of Art and Design)
CGS Cognitive Science (The College of Arts and Sciences)
CHE Chemistry (The College of Arts and Sciences)
CHI Chinese (The College of Arts and Sciences)
CHN World Language Prog: Chinese (The College of Arts and Sciences)
CHP College Honors Program (The College of Arts and Sciences)
CIE Civil Engineering (L.C. Smith College of Engineering and Computer Science)
CIS Computer and Information Science (L.C. Smith College of Engineering and Computer Science)
CLA Classics (The College of Arts and Sciences)
CLB Collaborative Laboratory (College of Visual and Performing Arts)
CLR Clarinet (Setnor School of Music)
CLS College Learning Strategies (School of Education)
CLT Comparative Literature (The College of Arts and Sciences)

CMD Communication Design (School of Art and Design)
 COG Cognitive Science (The College of Arts and Sciences)
 COM Communications (S.I. Newhouse School of Public Communications)
 CON Consumer Studies (College of Visual and Performing Arts)
 COU Counseling (School of Education)
 CPS Computational Science (L.C. Smith College of Engineering and Computer Science)
 CRS Communication and Rhetorical Studies (Communication and Rhetorical Studies)
 CSD Communication Sciences and Disorders (The College of Arts and Sciences)
 CSE Computer Engineering (L.C. Smith College of Engineering and Computer Science)
 CTG Conducting (Setnor School of Music)
 CZE Czechoslovakian (The College of Arts and Sciences)
 DAN World Language Program: Danish (The College of Arts and Sciences)
 DBS Double Bass (Setnor School of Music)
 DES Design (School of Art and Design)
 DFH Documentary Film and History (S.I. Newhouse School of Public Communications)
 DRA Drama (Drama)
 DRD Design/Technical Theater (Drama)
 DRS Drumset (Setnor School of Music)
 DRW Drawing (School of Art and Design)
 DSP Disability Studies (School of Education)
 DTC World Language Program: Dutch (The College of Arts and Sciences)
 DTS Dance Technique Studies (School of Education)
 DUT Dutch (The College of Arts and Sciences)
 EAR Earth Sciences (The College of Arts and Sciences)
 ECE Electrl & Computer Engr (L.C. Smith College of Engineering and Computer Science)
 ECN Economics (The College of Arts and Sciences)
 ECO Economics (The College of Arts and Sciences)
 ECS Engineering and Computer Science (L.C. Smith College of Engineering and Computer Science)
 EDA Education Leadership (School of Education)
 EDI Environmental Design (School of Art and Design)
 EDP Counselor Education (School of Education)
 EDU Education (General) (School of Education)
 EED Elementary Education (School of Education)
 EEE Entrepreneurship and Emerging Enterprises (The Martin J. Whitman School of Management)
 EGR Engineering (L.C. Smith College of Engineering and Computer Science)
 ELE Electrical Engineering (L.C. Smith College of Engineering and Computer Science)
 ELL English Language Learners (School of Education)
 EMB Executive Organization and Management M.B.A. Program (University College)
 ENA Environmental Arts (College of Visual and Performing Arts)
 ENC Ensemble (Chamber Music) (Setnor School of Music)
 ENG English (The College of Arts and Sciences)
 ENI Ensemble (Instrumental) (Setnor School of Music)
 ENL English as a Second Language (The College of Arts and Sciences)
 ENM Engineering Management (L.C. Smith College of Engineering and Computer Science)
 ENO Freshmen Orientation (The College of Arts and Sciences)
 ENP Engineering Physics (L.C. Smith College of Engineering and Computer Science)
 ENV Ensemble (Vocal) (Setnor School of Music)
 ESP Environmental/Science Policy (The College of Arts and Sciences)
 ETS English and Textual Studies (The College of Arts and Sciences)
 EUP Euphonium (Setnor School of Music)
 EXS Experimental Studios (School of Art and Design)
 F&N Food & Nutrition (Nutrition Science and Dietetics)
 FAS Fashion Design (School of Art and Design)
 FCS Family and Community Services (Child and Family Studies)
 FEC Family Economics (Nutrition Science and Dietetics)
 FEM Family Equipment & Managment (College of Human Ecology)
 FHN French Horn (Setnor School of Music)
 FIA Art and Music Histories (The College of Arts and Sciences)
 FIB Fiber Arts (School of Art and Design)
 FIL Film (School of Art and Design)
 FIN Finance (The Martin J. Whitman School of Management)

FLL Foreign Languages and Literatures (The College of Arts and Sciences)
 FLM Film (S.I. Newhouse School of Public Communications)
 FLT Flute (Setnor School of Music)
 FND Foundation (School of Art and Design)
 FRC FRC (Nutrition Science and Dietetics)
 FRE French and Francophone Studies (The College of Arts and Sciences)
 FSC Forensic Science (The College of Arts and Sciences)
 FSH Fashion Illustration (School of Art and Design)
 FSM Food Service Management (College of Human Ecology)
 GED General Education (The College of Arts and Sciences)
 GEO Geography (The College of Arts and Sciences)
 GER German (The College of Arts and Sciences)
 GET Global Enterprise Technology (School of Information Studies)
 GFO General Forestry (University College)
 GOL Earth Sciences (The College of Arts and Sciences)
 GRA Graphic Arts (S.I. Newhouse School of Public Communications)
 GRE Greek (The College of Arts and Sciences)
 GRK World Language Program: Greek (The College of Arts and Sciences)
 GTR Guitar (Setnor School of Music)
 HAU World Language Program: Hausa (The College of Arts and Sciences)
 HBR World Language Program: Hebrew (The College of Arts and Sciences)
 HEA Health and Physical Education (School of Education)
 HEB Hebrew (The College of Arts and Sciences)
 HED Higher Education (School of Education)
 HEE Home Economics Education (Nutrition Science and Dietetics)
 HEM Housing Equip & Mgmt (Nutrition Science and Dietetics)
 HGP Humanities Doctoral Program (The College of Arts and Sciences)
 HIN Hindi (The College of Arts and Sciences)
 HIP Housing & Interior Planning (Nutrition Science and Dietetics)
 HIS History (The College of Arts and Sciences)
 HNG World Language Prog: Hungarian (The College of Arts and Sciences)
 HNR Honors Program (The College of Arts and Sciences)
 HOA History of Art (The College of Arts and Sciences)
 HOM History of Music (The College of Arts and Sciences)
 HPD Harpsichord (Setnor School of Music)
 HPM Hospitality Management (College of Human Ecology)
 HRM Human Resource Management (The Martin J. Whitman School of Management)
 HRP Harp (Setnor School of Music)
 HSH Human Services and Health Professions (College of Human Ecology)
 HST History (The College of Arts and Sciences)
 HTW Health and Wellness (Health and Wellness)
 HUD Human Development (Nutrition Science and Dietetics)
 HUM Humanities (The College of Arts and Sciences)
 HUN Human Nutrition (Nutrition Science and Dietetics)
 ICC Interactive Communications Core (S.I. Newhouse School of Public Communications)
 IDE Instructional Design, Development, and Evaluation (School of Education)
 IDN World Lang Prog: Indonesian (The College of Arts and Sciences)
 IDP Interdisciplinary Programs (The College of Arts and Sciences)
 ILL Illustration (School of Art and Design)
 INB International Business (The Martin J. Whitman School of Management)
 IND Industrial Design (School of Art and Design)
 INE Industrial Engineering (L.C. Smith College of Engineering and Computer Science)
 INS Insurance (The Martin J. Whitman School of Management)
 INT Intermedia (S.I. Newhouse School of Public Communications)
 IOR Industrial Engineering and Operations Research (L.C. Smith College of Engineering and Computer Science)
 IPD Home Furnishings (Nutrition Science and Dietetics)
 IRG World Lang Prog: Irish-Gaelic (The College of Arts and Sciences)
 IRP International Relations (The College of Arts and Sciences)
 ISA Independent Study Degree Program (The College of Arts and Sciences)
 ISD Interior Design (School of Art and Design)
 ISE Industrial Systems Engineering (L.C. Smith College of Engineering and Computer Science)

ISH Independent Study Degree Program (College of Human Ecology)
 ISM Independent Study Degree Program (The Martin J. Whitman School of Management)
 ISP Independent Study Degree Program (University College)
 IST Information Studies (School of Information Studies)
 ISX Independent Study Degree Program (Maxwell School of Citizenship and Public Affairs)
 ITA Italian (The College of Arts and Sciences)
 ITE Instructional Technology (School of Education)
 JAM Jewelry and Metalsmithing (School of Art and Design)
 JAP Japanese (The College of Arts and Sciences)
 JNL Journalism (S.I. Newhouse School of Public Communications)
 JPN World Language Prog: Japanese (The College of Arts and Sciences)
 JPS Japanese (The College of Arts and Sciences)
 JSP Judaic Studies Program (The College of Arts and Sciences)
 KBI Keyboard Instruments (Setnor School of Music)
 KOR World Language Prog: Korean (The College of Arts and Sciences)
 LAN Self-Instructional Language (The College of Arts and Sciences)
 LAS Latino-Latin American Studies (The College of Arts and Sciences)
 LAT Latin (The College of Arts and Sciences)
 LAW Law (College of Law)
 LGL Legal Studies (University College)
 LIN Linguistics (The College of Arts and Sciences)
 LIT Literature in English Translation (The College of Arts and Sciences)
 LPP Law and Public Policy (The Martin J. Whitman School of Management)
 MAE Mechanical and Aerospace Engineering (L.C. Smith College of Engineering and Computer Science)
 MAG Magazine (S.I. Newhouse School of Public Communications)
 MAR Marketing Management (The Martin J. Whitman School of Management)
 MAS Managerial Statistics (The Martin J. Whitman School of Management)
 MAT Mathematics (The College of Arts and Sciences)
 MAX Maxwell (The College of Arts and Sciences)
 MBC Master of Business Core (The Martin J. Whitman School of Management)
 MDE Mathematics Education (School of Education)
 MDS Management Data Systems (The Martin J. Whitman School of Management)
 MEE Mechanical Engineering (L.C. Smith College of Engineering and Computer Science)
 MES Middle Eastern Studies (The College of Arts and Sciences)
 MET Metalsmithing (School of Art and Design)
 MFE Manufacturing Engineering (L.C. Smith College of Engineering and Computer Science)
 MFT Marriage and Family Therapy (Marriage and Family Therapy)
 MGT School of Management (The Martin J. Whitman School of Management)
 MHL Music History and Literature (Setnor School of Music)
 MIC Microbiology (The College of Arts and Sciences)
 MIS Management Information Systems (The Martin J. Whitman School of Management)
 MNO Magazine, Newspaper, and Online Journalism (S.I. Newhouse School of Public Communications)
 MOT Management of Technology (The Martin J. Whitman School of Management)
 MPD Multimedia, Photography and De (S.I. Newhouse School of Public Communications)
 MPH Master of Public Health (Maxwell School of Citizenship and Public Affairs)
 MPS Metropolitan Studies (The College of Arts and Sciences)
 MTA Music Theory Analysis (Setnor School of Music)
 MTC Music Theory (Setnor School of Music)
 MTD Mathematics Education (School of Education)
 MTP Music Theory Performance (Setnor School of Music)
 MTS Materials Science (L.C. Smith College of Engineering and Computer Science)
 MTW Music Theory Writing (Setnor School of Music)
 MUE Music Education (Setnor School of Music)
 MUH Music History (Setnor School of Music)
 MUI Music Industry (Setnor School of Music)
 MUL Music Literature (Setnor School of Music)
 MUS Museum Studies (School of Art and Design)
 NAS Nondepartmental Arts and Sciences (The College of Arts and Sciences)
 NAT Native American Studies (The College of Arts and Sciences)
 NEU Neuroscience (L.C. Smith College of Engineering and Computer Science)
 NEW Newspaper (S.I. Newhouse School of Public Communications)

NHM Nutrition and Hospitality Management (Nutrition Science and Dietetics)
 NOR World Language Prog: Norwegian (The College of Arts and Sciences)
 NPR NPR (S.I. Newhouse School of Public Communications)
 NSD Nutrition Science and Dietetics (Nutrition Science and Dietetics)
 O&M Organization and Management (The Martin J. Whitman School of Management)
 OBO Oboe (Setnor School of Music)
 OCD Organizational Change and Development (The Martin J. Whitman School of Management)
 OGL Organizational Leadership (University College)
 OPM Operations Management (The Martin J. Whitman School of Management)
 ORG Organ (Setnor School of Music)
 PAF Public Affairs and Citizenship (The College of Arts and Sciences)
 PDG Pedagogy of Theory (Setnor School of Music)
 PED Physical Education (School of Education)
 PER Performance Recital (Setnor School of Music)
 PHI Philosophy (The College of Arts and Sciences)
 PHO Photography (S.I. Newhouse School of Public Communications)
 PHY Physics (The College of Arts and Sciences)
 PIR Personnel Relations (The Martin J. Whitman School of Management)
 PLA Planning Prgm(Grad) (The College of Arts and Sciences)
 PNO Piano (Setnor School of Music)
 POL Polish (The College of Arts and Sciences)
 POR Portuguese (The College of Arts and Sciences)
 POS Political Studies (The College of Arts and Sciences)
 PPA Public Administration (The College of Arts and Sciences)
 PPE Professional Physical Education (School of Education)
 PRC Percussion (Setnor School of Music)
 PRL Public Relations (S.I. Newhouse School of Public Communications)
 PRS Persian (The College of Arts and Sciences)
 PRT Printmaking (School of Art and Design)
 PSC Political Science (The College of Arts and Sciences)
 PSY Psychology (The College of Arts and Sciences)
 PTG Painting (School of Art and Design)
 PTS Technology and Society (L.C. Smith College of Engineering and Computer Science)
 QSX Queer Sexuality (The College of Arts and Sciences)
 QUM Quantitative Methods (The Martin J. Whitman School of Management)
 RAE Recording and Allied Entertainment (Setnor School of Music)
 RCE Rehabilitation Counselor Education (School of Education)
 RCS Retailing and Consumer Studies (College of Visual and Performing Arts)
 RDR Recorder (Setnor School of Music)
 REC Recreation (School of Education)
 RED Reading and Language Arts (School of Education)
 REL Religion (The College of Arts and Sciences)
 RES Real Estate (The Martin J. Whitman School of Management)
 RET Retailing (College of Visual and Performing Arts)
 RMT Retail Management (The Martin J. Whitman School of Management)
 ROL Romance Languages and Literatures (The College of Arts and Sciences)
 RTN Radio/Television News (S.I. Newhouse School of Public Communications)
 RUS Russian (The College of Arts and Sciences)
 SAN Sanskrit (The College of Arts and Sciences)
 SAS South Asian Studies (The College of Arts and Sciences)
 SCE Science Education (School of Education)
 SCI Science Teaching (The College of Arts and Sciences)
 SCM Supply Chain Management (The Martin J. Whitman School of Management)
 SCU Sculpture (School of Art and Design)
 SED Secondary Education (School of Education)
 SES Sensory Research (L.C. Smith College of Engineering and Computer Science)
 SHE Speech Education (College of Visual and Performing Arts)
 SHR Strategy and human Resources (The Martin J. Whitman School of Management)
 SLA Slavic (The College of Arts and Sciences)
 SNH World Language Prog: Sinhalese (The College of Arts and Sciences)
 SOC Sociology (The College of Arts and Sciences)

SOL Soling Program (The College of Arts and Sciences)
 SOM School of Management (The Martin J. Whitman School of Management)
 SOS Social Science (The College of Arts and Sciences)
 SPA Spanish (The College of Arts and Sciences)
 SPC Speech Communication (Communication and Rhetorical Studies)
 SPD Surface Pattern Design (School of Art and Design)
 SPE Special Education (School of Education)
 SPM Sport Management (Sport Management)
 SPP Audio & Speech Path (School of Education)
 SRC Serbo-Croatian (The College of Arts and Sciences)
 SST Solid-State Science and Technology (L.C. Smith College of Engineering and Computer Science)
 STA Studio Arts (School of Art and Design)
 STI String Instruments (Setnor School of Music)
 STR Studio Research (School of Art and Design)
 STS Science, Technology, and Society (The College of Arts and Sciences)
 STT Applied Statistics (The College of Arts and Sciences)
 SWA Kiswahili (The College of Arts and Sciences)
 SWE World Language Prog: Swedish (The College of Arts and Sciences)
 SWH World Language Prog: Swahili (The College of Arts and Sciences)
 SWK Social Work (School of Social Work)
 SXP Saxophone (Setnor School of Music)
 SYE Synaesthetic Education (School of Education)
 TCM Telecommunications (S.I. Newhouse School of Public Communications)
 TDM Transportation and Distribution (The Martin J. Whitman School of Management)
 TEA Textile Arts (School of Art and Design)
 TEL Telecommunications (L.C. Smith College of Engineering and Computer Science)
 TEX Textiles (School of Art and Design)
 TGL World Language Prog: Tagalog (The College of Arts and Sciences)
 TML Tamil (The College of Arts and Sciences)
 TRB Trombone (Setnor School of Music)
 TRF Television, Radio, and Film (S.I. Newhouse School of Public Communications)
 TRK Turkish (The College of Arts and Sciences)
 TRM Transmedia (School of Art and Design)
 TRP Trumpet (Setnor School of Music)
 TUR World Language Prog: Turkish (The College of Arts and Sciences)
 TVR Tv/Radio (S.I. Newhouse School of Public Communications)
 UCS University Coll Ceramics (School of Art and Design)
 UFA University Coll Fiber Art (School of Art and Design)
 UFD University Coll Foundation (School of Art and Design)
 UKR Ukrainian (The College of Arts and Sciences)
 UPG University Coll Painting (School of Art and Design)
 UPT Univ Coll Printmaking (School of Art and Design)
 URD World Language Program: Urdu (The College of Arts and Sciences)
 URP Undergraduate Research Program (The College of Arts and Sciences)
 VCO Violoncello (Setnor School of Music)
 VIC Visual Communications (School of Art and Design)
 VID Art Video (School of Art and Design)
 VIE World Lang Prog: Vietnamese (The College of Arts and Sciences)
 VLA Viola (Setnor School of Music)
 VLN Violin (Setnor School of Music)
 VOC Voice (Setnor School of Music)
 VPA VPA (College of Visual and Performing Arts)
 WGS Women's and Gender Studies (The College of Arts and Sciences)
 WLP World Language Program (The College of Arts and Sciences)
 WRT Writing Program (The College of Arts and Sciences)
 WSP Women's and Gender Studies Program (The College of Arts and Sciences)
 WWI Woodwind Instruments (Setnor School of Music)

School Of Architecture

Mark Robbins, Dean
201 Slocum Hall
soa.syr.edu



About The College

Dean's Message

Architecture is a complex discipline that organizes diverse human needs and interests, ranging from the pragmatic to the visionary. Syracuse Architecture offers a professional education rooted in a humanistic tradition. This intellectual rigor enhances the understanding of the formative interaction between buildings and culture. Our intent is to educate broadly and to approach skill and technique with the same vitality as a comprehensive knowledge of the world.

The studio experience, at the core of both our undergraduate and graduate programs, focuses on the intense exploration of the creative process, supported by the most challenging approaches to history and theory in the context of the technologies that inform the future practice of our field. Students benefit from extensive one-on-one communication with faculty, in both formal reviews and informal interactions.

As part of its curriculum, the School of Architecture offers a series of lectures, symposia, and exhibitions featuring leading practitioners, critics, and scholars. Situated in a major liberal arts university, students have access to a wide variety of courses throughout the campus and are encouraged to participate in life outside the studio—in other academic units, in the city of Syracuse, and beyond. Our goal is to set a lightning eye toward the future through innovative approaches to the physical as well as social landscape, and to prepare each student to respond with skill, intellect, and passion to the challenges on the path that each one constructs.

Mark Robbins
Dean

For further information about the School of Architecture, please visit our website.

Mission Statement

As a professional-degree-granting college within a research university, the School of Architecture at Syracuse University is dedicated to creating a rich academic environment marked by the confluence of advanced practice, contemporary theory, and social engagement. Our primary goal is to help students develop the capacity and judgment necessary to understand the built environment and generate architecture as a critical response, so that each student can engage both the discipline of architecture and the multiple discourses—artistic, technological, social, political, environmental, economic—necessary to be a successful practitioner and a conscientious citizen. Through our teaching and public programming, we help students gain a deep knowledge of architecture's techniques, traditions, methods of inquiry, and modes of production, so that they emerge with the intellectual breadth and acuity to meet the challenges of a rapidly changing world that demands agility and innovation. Through both programming and outreach activities, we aim to engage a wider public audience in a dialogue about the role of architecture in society.

To serve this mission we are committed to the following principal objectives:

- Recruiting, enrolling, and retaining the most qualified students.
- Recruiting, employing, and retaining the most qualified faculty and staff.
- Creating and sustaining a supportive academic environment marked by academic integrity, cultural diversity, and social responsibility.
- Providing the best professional education possible by offering professional degree programs that combine expertise specific to the discipline of architecture with critical thinking skills and intellectual knowledge central to humanistic study.
- Teaching an integrated curriculum within which courses in design and other specializations support the proposition, exploration, and development of architectural ideas.
- Maintaining and enhancing our expertise and capabilities in significant areas of research and practice.
- Providing opportunities for students to participate in international study programs to better understand the global forces and local cultural contexts that contribute to the production of architecture and urban design in these settings.
- Offering visiting critic studios both on and off campus that provide students with an exposure to alternative perspectives and advanced building practices.
- Demonstrating overall competency through a self-directed process of research, documentation, proposition, and project development within the capstone experience of thesis.
- Increasing student awareness of and ability to engage with major issues such as social equity, economic development, and ecological balance.
- Encouraging faculty and students to participate in interdisciplinary initiatives offered within a diverse and rich campus setting.
- Preparing graduates to enter the profession in a variety of ways, with strong basic design skills coupled with the technical ability, business acumen and an understanding of the ethical role of the architect in society.
- Supporting faculty achievement in creative activity and scholarly research.
- Generating advocacy and support for School initiatives from alumni, faculty, staff, and advisory board members, and among civic and business leaders.

Studio Culture Policy

The primary goals of the School of Architecture at Syracuse University are to promote research into architecture and to educate students for professional practice and other forms of architectural engagement. Faculty instructors challenge students to develop the capacity for understanding the built environment and generating architectural design proposals as a critical response. They assist students in cultivating manifold design capabilities linked to critical intelligence about the discipline and supported by state-of-the-field expertise in representation, technology, structures, theory and history.

A central component of this mission is the cultivation of a learning environment that supports students in the fullest development of their capacities as designers, scholars, professionals, and citizens. To this end, students, faculty and staff are dedicated to the task of working together to foster five fundamental values:

- mutual respect among all members of the School

- optimism about the potential for student learning, creativity and contribution
- collaboration among students, faculty, staff and the broader public in pursuing advances in learning, knowledge, and practice
- critical engagement with the discipline, the profession and the world
- continual innovation in teaching, learning, and research

These values inform all of our activities. In the context of classrooms, studios, and other learning environments, they translate into these guidelines:

- The School encourages students and faculty alike to embrace the design studio and the classroom as places of intellectual and creative exploration and collaboration. The frequently open-ended pursuit of knowledge through design and other forms of learning requires generosity of spirit on all parts, including the recognition that faculty members bring a high level of expertise to their teaching and that students bring a diversity of valuable prior knowledge to their learning. It also requires clear communication, rigorous testing of ideas, and a commitment to excellence on the part of all participants.
- The School encourages collaboration among students in their academic work and in extracurricular activities, as well as among students, faculty and staff in continually advancing knowledge and improving the ways we work together. It also promotes a culture of engagement in which students develop intellectually, technically and ethically through interaction with problems, opportunities and people not only within the field of architecture but also beyond it.
- The School values social, intellectual and disciplinary diversity in its staff, faculty and student population, as well as in its curriculum. In its teaching, research and daily activities, it strives to support and promote each of these kinds of diversity.
- The School recognizes that balance is a crucial element in the pursuit of excellence, and it encourages faculty to guide students in developing the capacity to reconcile what often seem to be competing imperatives in their work and in their lives. This includes managing expectations so as to minimize conflicts among courses, helping students to manage their time effectively, and promoting an appropriate balance between academic work and the other essentials of life.
- The School expects students to uphold the principles of academic integrity in their work and ethical conduct in their daily lives. Honesty, trustworthiness and fairness are essential attributes for conduct in class, within the university community, and in academic activities beyond Syracuse. These principles should guide behavior not only in the completion of course assignments, but also in treatment of buildings and equipment; interaction with university staff, systems and procedures; and behavior in the studio and elsewhere.

Graduate Programs

Chair Francisco Sanin, 225 Slocum Hall
 Contact Speranza Migliore, 225 Slocum Hall, 315-443-1041

The Graduate Programs at Syracuse Architecture are committed to the rigorous study and creative potential of the discipline as well as to understanding and exploring architecture's complex cultural and social significance. Each of our programs aspires to produce graduates who, because they are deeply knowledgeable and conversant with architecture's techniques, traditions, and modes of inquiry and production, are poised to meet the challenges of a rapidly changing world that demands innovation and agility. From the fundamentals of professional training in the core courses of the M.Arch I curriculum to advanced design research in our post-professional M.Arch II Research program, our students investigate the most compelling contemporary issues and pursue diverse approaches to architectural practice and speculation.

Students at Syracuse Architecture have the opportunity to study multiple aspects of architecture and its related fields -design, urbanism and urban development, theory, history, technology, digital media and fabrication- and to work closely with faculty in small classes, as advisors for independent study projects and theses, or as research assistants.

Students benefit from extensive one-on-one communication with dedicated professors, in both formal reviews and informal interactions. Our faculty members are recognized for their level of commitment to each student's progress and represent a broad range of the profession, from practicing architects, architectural historians, and theorists to professional artists and engineers. For a complete listing of faculty members affiliated with the School of Architecture, see the faculty listings under Master of Architecture programs.

The Syracuse Architecture M.Arch. I is a fully accredited professional degree open to students with non-architecture as well as architecture backgrounds. The Syracuse Architecture M.Arch. II Research Program supports independent, timely, and innovative research projects in the field of architecture and urbanism. Applications to this program require a brief research proposal.

Assistantships

In addition to the awards and financial aid described in the graduate prospectus, graduate assistantships are available with responsibility in the areas of teaching or research, depending on the needs of the school and faculty. To qualify, students must have appropriate experience, mainly in the areas of design, architectural history, theory, building technology, drawing, structures, and computing.

For further information our Graduate programs, visit our website.

Global Campus Programs

Contact Associate Dean's Office, 315-443-3324

The Programs

Syracuse Architecture offers opportunities for advanced-level architecture students to spend a semester or a summer studying in one of our global campus

centers – New York City, Florence, or London. Undergraduate students typically study away in the fourth year of the B.Arch program. Virtually 100% of students study away for a single semester, but opportunity exists to enroll for two consecutive semesters as well - 50% of our students choose to study away for a full year. Our programs are also open to non-SU students who study architecture and are currently enrolled in an accredited architecture program. Special scholarship opportunities exist to aid students in taking advantage of study away programs.

Florence

As part of the Florence Architecture Program, established in 1980, students engage the traditional European city and gain an international perspective on design and theory. Annual symposia attract European architects and international critics who are in the forefront of the profession, and there are extensive field trips to sites of architectural significance such as Venice, Milan, Rome, Lucca, Bologna, and Pisa. The Florence Center includes five separate structures that house classrooms, lecture halls, a library, computer clusters, language center, and gardens. The recently renovated architectural studios are housed in 19th-century artist studios on Piazza Donatello, just a 15-minute walk from the historic center of Florence.

London

The London program is based at the Syracuse University London Center in central London, near Covent Garden and the British Museum. As in Florence, the program is structured around a design studio and includes history courses and a field studies seminar exploring the historic and contemporary architecture of London, with excursions to other cities including Cambridge, Oxford, Bath, and Edinburgh. Students may also select from the wide range of non-professional courses available to satisfy elective requirements. The program is staffed by London-based faculty and includes guest lecturers and visiting critics drawn from the extensive London architecture community.

New York City

The New York City program at 171 Madison Avenue offers opportunity to study in one of the most architecturally rich and culturally vibrant cities in the world. The curriculum focuses on the city's history, urban morphology, planning, real estate development, as well as urban theory. The program draws on Syracuse Architecture faculty and NYC-based critics, combined with guest lecturers, collateral programming, and extensive field studies in and around the city.

Short-Term/Summer Global Programs

In addition to the regular semester offerings, summer and other 2-5 week study away opportunities, including the “Three Cities” program, are easy and attractive options that play an integral part of the undergraduate curriculum. Previous programs have taken students to Turkey, Greece, Germany, Russia, Spain, Austria, China, and Japan.

For further information about our Global Campus Programs, please visit our website.

Facilities

Slocum Hall, the School of Architecture's campus home, offers an ideal environment for teaching, research, production, and exhibition. Constructed in 1918 and listed on the National Register of Historical Places, the five-story building recently underwent a dramatic redesign to enhance and restore original qualities while updating it technologically, functionally, and aesthetically. Slocum Hall now includes a vast open central atrium space, a new auditorium and gallery, as well as expanded studio, research, and office space.

The building's openness provides a cohesive setting that generates activity and communication between students, faculty, and visitors, supported by interconnecting vertical spaces or atria within the building. The central atrium and additional openings in the bearing wall allow pathways for natural light and ventilation. Facilities are closely integrated with the school's pedagogical priorities. Public review spaces, an exhibition gallery, the architecture reading room, faculty offices, and the café are located along the perimeter of these atria in order to encourage collaboration and exchange.

Fabrication Labs

Technology is incorporated at many levels of a student's education at the School of Architecture. State-of-the-art equipment includes plotters, flatbed and large format scanners, render farm, vacuum former, laser cutters, foam cutter, CNC mill, and a 3D printer. All equipment, hardware and software recommendations, computer accounts, and computer labs are supported by a knowledgeable and helpful fulltime staff.

The fully equipped model shop is staffed by a full-time professional instructor and includes such woodworking equipment as saws, drills, planers, routers, sanders, a lathe, and various hand tools. There is also a ventilated spray booth for painting and finishing.

Reading Room And Library

Bird Library, the University research library, has an excellent collection of more than 10,000 architecture titles. In addition, the Architecture Reading Room on the third floor of Slocum Hall serves the needs of the School of Architecture and its students for quick access to course reserves, current periodical titles, and reference works. The general stack collection of more than 2,500 titles includes such commonly used architecture books as history surveys, monographs on key figures in architecture, technical sources, and reference standards. The Architecture Reading Room also houses a significant collection of prints of architectural working drawings. It provides a quiet and convenient place to study between classes, and is supported by the Syracuse University library system.

The Warehouse

The School maintains a downtown Syracuse presence at The Warehouse in Armory Square, located in one of the most vital, pedestrian-oriented parts of the city. The Warehouse serves as headquarters for UPSTATE: A Center for Design, Research, and Real Estate as well as selected visiting critic studios. It is the perfect setting for students to understand the intricate relationship among architecture, design, and the public realm.

NAAB Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accreditation Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Academic Offerings

Master Of Architecture First-Professional

MASTER OF ARCHITECTURE FIRST PROFESSIONAL DEGREE

(M.Arch.I)

Chair Francisco Sanin, 225 Slocum Hall
Contact Speranza Migliore, 225 Slocum Hall, 315-443-1041

Faculty Bruce Abbey, Jean-François Bédard, Larry Bowne, Lori Brown, Theodore Brown, Bruce Coleman, Sekou Cooke, Julia Czerniak, Lawrence Davis, Daniel de Riva, Alexandra French, Terrance Goode, Susan Henderson, Elizabeth Kamell, Randall Korman, Kevin Lair, Mark Linder, Brian Lonsway, Jonathan Lott, Sinéad Mac Namara, Jonathan Massey, Arthur McDonald, Brendan Moran, Anne Munly, Clare Olsen, Michael Pelken, Mark Robbins, Richard Rosa, Francisco Sanin, Yutaka Sho, Edward Sichta, Timothy Stenson, Robert Svetz, Marissa Tirone, Victor Tzen, Vasilena Vassilev, Jon Yoder

The Syracuse Architecture M.Arch. I is a fully accredited professional degree that aims to produce architects who not only provide leadership and vision in the construction of the physical environment, but collaboratively draw upon and organize diverse professions and multiple technologies to expand the field of architectural design. Research is an integral part of the course of study, from the first year of courses in design, theory, history, representation, and technology, to the final semester's thesis project.

Because the architect's role in society is complex and changing, students approach the study of architecture as a transdisciplinary enterprise. The program places equal importance on the acquisition of professional skills, knowledge, and expertise, as on the necessity for versatility and innovation in the application of design.

Toward that end, the graduate program has developed the "discursive studio." Each of the first four semesters of design is team-taught by faculty members with differing expertise and approaches, who conduct the studio as a site of debate, exchange, and possibility. Students actively contribute to the conversations and criticism through their design work. This work is informed by seminars, collaborations, and technical and speculative exercises. Studio work is also coordinated with other core courses in theory, history, representation, and technology so that design is pursued as inseparable from other aspects of the discipline as well as the complexities of the broader culture.

Completion of the degree requires seven semesters (110 credits), each of which includes a 6-credit design studio. The fifth semester offers students the option of studying abroad in the University's Florence Center or in London. The focus of the sixth semester in Syracuse is the visiting critic studio. The program culminates in a thesis project defined and developed by the student working with a faculty advisor.

ADMISSION

The program is open to students with an undergraduate degree in a field other than architecture, or with a non-professional degree in architecture or environmental studies. For those students with no architecture background, the program will require seven semesters of study to complete. The program seeks students with a wide range of experiences; applicants with some background in the arts or design are preferred. Graduates of non-professional architecture and environmental studies degree programs may be awarded as many as 33 credits (approximately one year) of advanced standing in the program (see Advanced Standing section). The completed application form must be accompanied by an official copy of prior academic transcripts, three letters of recommendation, a portfolio of academic and professional work, and a brief statement of interests and objectives. GRE scores are required. TOEFL scores are required for all applicants whose native language is not English.

ADVANCED STANDING

Students who have completed pre-professional programs in architecture or environmental studies may apply for advanced standing in studio. This allows the first two design studios (ARC 604 and 605) to be waived. Advanced standing is determined after a complete review of the applicant's transcripts and portfolio. Incoming students may also receive waived credit for architecture-related courses taken while fulfilling their undergraduate degree requirements at accredited institutions if grades of B or better have been earned and the courses duplicate the content of required courses (not optional or professional elective courses) offered by the School of Architecture for M.Arch. I degree requirements.

Students can determine if their previous academic courses duplicate required courses offered in the School of Architecture by reading the course descriptions in the SU catalog or on the School's web site. The determination of equivalent credit is decided by representatives of the faculty who teach in the areas of design, history, technology, structures, and representation. Students who wish to apply may need to provide course syllabi, class notes, or examples of work, in addition to the transcript grade.

A total of 6 credits (open electives) earned at another graduate school or from undergraduate coursework completed in excess of the total required for the bachelor's degree, provided that the work is graduate level and has been completed with a grade of B or better, may be transferred. The combined total of waived credit and transfer credit may not exceed 33 credits.

Master Of Architecture Post-Professional

MASTER OF ARCHITECTURE POST-PROFESSIONAL DEGREE - RESEARCH

(M.Arch. II)

Chair Francisco Sanin, 225 Slocum Hall
Contact Speranza Migliore, 225 Slocum Hall, 315-443-1041

Faculty Bruce Abbey, Jean-François Bédard, Larry Bowne, Lori Brown, Theodore Brown, Bruce Coleman, Sekou Cooke, Julia Czerniak, Lawrence Davis, Daniel de Riva, Alexandra French, Terrance Goode, Susan Henderson, Elizabeth Kamell, Randall Korman, Kevin Lair, Mark Linder, Brian Lonsway, Jonathan Lott, Sinéad Mac Namara, Jonathan Massey, Arthur McDonald, Brendan Moran, Anne Munly, Clare Olsen, Michael Pelken, Mark Robbins, Richard Rosa, Francisco Sanin, Yutaka Sho, Edward Sichta, Timothy Stenson, Robert Svetz, Marissa Tirone, Victor Tzen, Vasilena Vassilev, Jon Yoder

The Syracuse Architecture M.Arch. II Research Program seeks theoretically or speculatively inclined architects and emerging scholars whose research can be applied to pressing contemporary problems and opportunities. This two semester, 30-credit course of study admits a limited number of students whose

areas of interest can be matched with the expertise and ongoing research of the school's faculty. The program encourages transdisciplinary research that explores the capacity of architecture to engage new constituencies or operate in new contexts, although the range of possible projects is as diverse as the faculty's interests.

ADMISSION

Applicants should articulate a distinct topic in a brief statement of interest and elaborate on their current research skills and prior experience in the field. Students accepted to the program will define their project more precisely in discussion with a faculty advisor in the months prior to enrollment. Instruction occurs in a variety of formal settings including self-directed studios, independent study, and graduate-level courses offered in the School of Architecture or other units of Syracuse University, where cross-disciplinary interaction and exchange are strongly supported and encouraged. The program concludes with a symposium in Syracuse, where students present the results of their design work and research.

The program is open to qualified students with a professional degree in architecture (B.Arch. I, M.Arch. I, or equivalent) or with demonstrable research skills and work in architecture or related fields. The completed application form must be accompanied by an official copy of prior academic transcripts, three letters of recommendation, a portfolio of academic and professional work, and a brief research proposal outlining clear intellectual interests and educational objectives and demonstrating preparedness for the demands of the program. GRE scores are highly recommended, but not required. TOEFL scores are required for all applicants whose native language is not English.

Courses

Architecture

ARC 500 **Selected Topics 1-3 S**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ARC 505 **Thesis Preparation 3 S**

Preparation for architectural design thesis project, ARC 508: subject selection; program and site descriptive and analytic documents; research and development of preliminary design studies.

PREREQ: ARC 311, 322 OR 612, 622; ARC 308 OR 608.

ARC 508 **Architectural Design IX-Thesis 6 S**

Undergraduate thesis. Semester-long, advanced, student-originated project based on a program and research produced by the student and approved by the faculty.

PREREQ: ARC 505,423.

ARC 535 **Organicism in Modern Architecture 3 IR**

Seminar investigating the use of biological principles to generate architectural and urban form in American and European architecture, 1880-present.

ARC 536 **Italian Urbanism: 100 Cities 3 S**

Crosslisted with: HOA 520

A survey of Italian urban history: design of cities, local rituals, politics, and patronage in ancient Rome, medieval Venice, Renaissance Florence, Baroque Turin, and modern Milan. Site visits in Florence and surrounding towns. Offered only in Florence.

ARC 537 **Italian Medieval Architecture and Urbanism 3 IR**

Crosslisted with: HOA 510

Investigates sites, buildings, and rituals of local identity in a range of centers including monasteries, castles, hilltowns, ports, republics, and tyrannies, between 300 and 1400. Trips to Umbria and Sicily. Offered only in Florence.

ARC 538 **Artistic Patronage of Medici 3 S**

How the Medici family used art and architecture to transform themselves from private bankers into Grand Dukes of Tuscany, in the process creating the monuments by which we define the Italian Renaissance. Offered only in Florence.

PREREQ: FIA 105.

ARC 539 **Italian Architecture, 1909-1959 3 IR**

Crosslisted with: HOA 571

Italian architecture from the birth of Futurism to the end of the post-WWII reconstruction. Representative structures in Milan, Rome, Como, and Florence. Includes overnight trip to Rome. Offered only in Florence.

ARC 551 **Le Corbusier 1887-1965 3 IR**

The work and times of the 20th century Swiss/French architect Le Corbusier (Charles Edouard Jenneret) from several vantage points: biographical data and career development, specific themes of urban theory and social progress, his artistic production as a painter, and his formal architectural strategies.

ARC 553 **Collage: Making Exploring Imagining Space 3 IR**

Overlapping concepts of space between architecture and art. How space is created and understood through the method of collage. Examining, analyzing, and making two- and three-dimensional collages.

ARC 556 **Rem Koolhaas: Architect, Historian, Provocateur, Document Maker 3 IR**

This lecture/seminar course examines the work of contemporary Dutch architect Rem Koolhaas, investigating its historical lineage, response to cultural context, and typological innovation.

ARC 557 **Utopia: Design and Cultural Imagination 3 IR**

Interdisciplinary seminar investigating the discourse, forms, and evolution of utopian experiments from pre-modern to post-modern America in four themes: wilderness, pastoralism, metropolis, and spectacle.

PREREQ: HOA 106, ARC 208.

ARC 561 **Survey of British Architecture 3 Y**

Through a series of visits to sites and buildings across England, students are introduced to the principal architects, stylistic movements and other trends in contemporary and historical architecture in England. Offered in London only First offered in Spring 2011

COREQ: ARC 407 OR 408 OR 607 OR 608.

ARC 563 **Introduction to Computer Applications in Architecture 2-3 Y**

Overview of the computer and its applications to architecture. Direct involvement with the computer to resolve problems in structures, design, environmental systems, specifications, cost estimation, etc. Additional work required of graduate students.

ARC 564 **Drawing 3 Y**

Exercises in line and value used to investigate issues involving observing and representing form and space. Additional work required of graduate students.

PREREQ: ARC 182, ARC/NAS 108.

ARC 565 **Visual Design 3 IR**

Elements and principles of visual organization, perception, and communication through various two- and three-dimensional exercises.

PREREQ: ARC 208.

ARC 566 **Introduction to Preservation 3 Y**

Crosslisted with: HOA 577

Problems and methods in implementing continued use for quality segments of the humanly built environment.

PREREQ: ARC/NAS 134.

ARC 571 **Survey of Italian Architecture 3 S**

Field trips: On-site observation and study of significant buildings and spaces. May apply toward professional elective component of degree program. Offered in Italy.

COREQ: ARC 407 OR 408 OR 608.

ARC 572 **Advanced Computer Applications to Architecture 2-3 Y**

Individual and/or group efforts at investigating and developing new computer programming requirements for architectural applications.

ARC 573 **Utopia and Transformation in Early American Town Planning 3 IR**

Comparative urban analysis considering reciprocal influences of historical antecedent and utopian visions of the city in helping determine early American town and building form. Concentration on urban and architectural development of Boston, Charleston, Savannah.

PREREQ: ARC 134.

ARC 574 **Reading the Landscape 3 IR**

Designed exterior space; gardens, parks, and park systems. Selected historical periods and cultural conditions as a means to explore landscape form as an ever shifting construction of space, nature, and site.

ARC 575 **Urban Housing - Building, Block, Street 3 IR**

Focus on housing as an integral part of urban structure, both formal and sociopolitical. Relationships of residential unit to building, block, and city, as they represent the individual and community, are examined.

ARC 576 **Theories & Analysis of Exurbia 3 IR**

Course studies history, evolution, and contemporary condition of exurban built environment in America.

PREREQ: ARC 208.

ARC 577 **Visual Studies 3 IR**

Conceptual development and visual representation of the thesis idea.

PREREQ: ARC 505.

ARC 578 **Facade as Idea 3 IR**

Seminar in contemporary and historical examples of the phenomenon of the building facade as a primary instrument by which architecture communicates. Fourth year undergraduate or third year graduate standing.

ARC 579 **Community Design Workshop 3 IR**

An interdisciplinary, applied learning workshop that engages architectural and urban design initiatives involving community groups, nonprofit organizations, and government agencies in collaborative design processes.

ARC 585 **Professional Practice 3 S**

Legal and administrative aspects of architectural practice. The architect's role in society.

PREREQ: ARC 322.

ARC 604 Architectural Design I 6 Y

Introduction to design techniques, processes, and issues including spatial organization, program, site, materials, structure, and assembly. Exercises and projects emphasize conceptual development and initiate engagement with technological issues.

ARC 605 Architectural Design II 6 Y

Further development of design techniques and processes, including conceptual development through modeling, site analysis, fabrication, and systems integration.
PREREQ: ARC 604.

ARC 606 Architectural Design III 6 Y

Architectural design in relation to the city and landscape. Exercises and projects emphasize environmental, economic, cultural, social and political issues as factors in design.
PREREQ: ARC 605.

ARC 607 Architectural Design IV 3-6 Y

Integration of skills and knowledge in a building design that comprehensively addresses program, site building codes and contemporary technologies.
PREREQ: ARC 606.

ARC 608 Architectural Design V 6 Y

Continuation of ARC 607. Project development. Choice of studio by permission.
PREREQ: ARC 607.

ARC 609 Architectural Design VI 6 Y

Advanced studio. Choice of upper-level studio.
PREREQ: ARC 608.

ARC 611 Structures I 4 Y

Introduces basic concepts of structural system behavior; gravity and lateral loads, analysis of major structural forms, and structural performance of materials. Evaluation to include a research project.
PREREQ: ARC 641.

ARC 612 Structural Systems Design II 4 Y

Design of structures; choice of appropriate materials and system, design of structural components in concrete, timber and steel. Introduction to earthquake loads, high rise, pre-stressed concrete, and indeterminate structures. Evaluation to include research project.
PREREQ: ARC 641, 611.

ARC 621 Building Systems Design I 4 Y

Introduces materials and methods of building construction, basic building assemblies, and their elements. Energy conservation and conformance to regulatory codes also addressed.
PREREQ: ARC 641.

ARC 622 Building Systems Design II 4 Y

Investigates systems of architectural environmental control, movement systems, and electrical distribution. Relation to building assemblies and their elements also addressed.
PREREQ: ARC 621.

ARC 623 Advanced Building Systems 4 S

Case studies of the interrelationship of design concepts with constructional, structural, and mechanical systems. Lecture and studio. Evaluation to include a research project.
PREREQ: ARC 612, 622.

ARC 632 Sixteenth Century Italian Architecture 3 S

Double Numbered with: ARC 332
Major architects and theories of 16th-century architecture, emphasis on social and political background, patronage, and the education of the architect. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 635 Early Renaissance Architecture in Italy 1400-1529 3 S

Double Numbered with: ARC 335
Architectural theory and design in Italy, 1400-1520. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 636 Italian Seventeenth Century Architecture 3 IR

Double Numbered with: ARC 336
Complex and masterful accomplishments of individual architects within context of a mature architectural tradition and a particular social, economic, and religious milieu. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 637 American Architecture, Settlement to 1860 3 IR

Double Numbered with: ARC 337
American architectural history and theory from first settlements through federal and Georgian to various revival modes. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 638 American Architecture, 1860 - World War I 3 IR

Double Numbered with: ARC 338
American architectural history and theory from the Civil War through various revival modes to development of new commercial and residential forms before World War II. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 639 Architectural History Principles 3 Y

Examination of the principles of architectural history through study of selected buildings and movements.

ARC 641 Introduction to Architecture 3 Y

An introduction to basic definitions and concepts of architecture as an intellectual and physical discipline, and as an expression of established and emerging cultural values.

ARC 642 Architectural Theory & Methods 3 Y

Introduction to architectural theory, presented as precise and distinct modes of speculation based in research. It will develop skills necessary to define, conduct, and present research work and how it informs design practice.
PREREQ: ARC 641.

ARC 681 Media I 3 Y

Introduction to the use and implications of analogue and digital media. Students will learn fundamental skills and develop innovative applications for diverse drawing techniques and other media.

ARC 682 Media II 3 Y

Continued study of architectural media with emphasis on capacities and techniques of modeling, including advanced digital design and fabrication.
PREREQ: ARC 681.

ARC 690 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

ARC 700 Selected Topics 1-3 S

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ARC 707 Architectural Design 9 Y

M.Arch. II graduate design studio dealing with urban architectural problems. Conducted primarily by adjunct faculty.

ARC 731 Early Modern Architecture 3

Double Numbered with: ARC 431
Early modern architecture from the 1890s through the 1930s. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 732 The City in Architectural History 3 IR

Double Numbered with: ARC 432
A single city throughout its history, or various cities at a particular time in history. Additional work required of graduate students. Permission of instructor. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 735 Islamic Architecture 3 IR

Double Numbered with: ARC 435
Major building traditions of Islam in the Middle East, North Africa, Spain, Turkey, and India elucidated through in-depth examination of major works and principles of architectural, urban, and garden design. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 736 Modern Architecture: The International Style to Present 3 IR

Double Numbered with: ARC 436
Architecture of the modern period since World War II. Major works and figures as framed by the larger architectural issues of the period. Additional work required of graduate students.
PREREQ: ARC 639.

ARC 737 French Architecture, Sixteenth and Seventeenth Centuries 3 IR

Double Numbered with: ARC 433

Architecture of the Renaissance transported from Italy to France and developed into a specifically French architecture. Outstanding achievements of more than local interest. Additional work required of graduate students. PREREQ: ARC 639.

ARC 770 Architectural Research 3-8 IR

Individual or group research into particular aspects or problems in architecture, under supervision of the faculty. R

ARC 998 Design VII-Thesis 1-9 S

A major, semester-long, final design project initiated and based on a program produced by the student and accepted by the faculty. PREREQ: ARC 505, 623. R1, 9 credits maximum

Faculty

Bruce Abbey, Professor
M.Arch., Princeton University, 1971
Architectural design, architectural theory

Jean-François Bédard, Assistant Professor
Ph.D., Columbia University, 2003
Architectural history

Larry Bowne, Associate Professor
M.Arch., Harvard University, 1992
Architectural Design

Lori Brown, Associate Professor
M.Arch., Princeton University, 1994
Architectural design and drawing

Theodore Brown, Professor
M.Arch., Princeton University, 1981
Architectural design

Bruce Coleman, Professor
B.Arch., Cornell University, 1967
Architectural design, architectural technology

Sekou Cooke, Assistant Professor
B.Arch., Cornell University, 1999
Architectural Design

Julia Czerniak, Associate Professor
M. Arch., Princeton University, 1992
Architectural design, landscape architecture

Lawrence Davis, Associate Professor;
Coordinator, Florence Program
M. Arch., Columbia University, 1988
Architectural design

Daniel de Riva, Assistant Professor
B.Arch., Cornell University, 2008
Architectural design

Alexandra French, Assistant Professor
M.Arch., Princeton University, 2006
Architectural design

Terrance Goode, Associate Professor
M. Arch., Princeton University, 1980
Architectural design

Susan Henderson, Professor
Ph.D., Columbia University, 1989
History of architecture

Elizabeth Kamell, Associate Professor
S.M. Arch. S., Massachusetts Institute of
Technology, 1996
Architectural design

Randall Korman, Professor; Associate Dean
M.Arch., Harvard University, 1977
Architectural design

Kevin Lair, Assistant Professor
M.Arch., Harvard University, 1995
Architectural design

Mark Linder, Associate Professor
Ph.D., Princeton University, 1998
Architectural design, architectural theory

Brian Lonsway, Associate Professor
M.Arch., Columbia University, 1995
Architectural design and technology

Jonathan Lott, Assistant Professor;
Coordinator, NYC Program
M.Arch., Harvard University, 2005
Architectural design

Sinéad Mac Namara, Assistant Professor
Ph.D., Princeton University, 2006
Civil and environmental engineering

Jonathan Massey, Associate Professor;
Chair, Undergraduate Program
Ph.D., Princeton University, 2001
History and theory of architecture

Arthur McDonald, Professor
M.Arch., Cornell University, 1972
Architectural design, urban systems

Brendan Moran, Assistant Professor
Ph.D., Harvard University, 2009
Architectural design

Anne Munly, Professor
M.Arch., Princeton University, 1980
Architectural design

Clare Olsen, Assistant Professor
M. Arch., University of California, Los
Angeles, 2003
Architectural design

Michael Pelken, Assistant Professor
Dipl.-Ing. (FH) Architektur, University of
Applied Sciences, Dusseldorf (Germany), 2001
Architectural design and technology

Mark Robbins, Professor; Dean
M.Arch., Syracuse University, 1981
Architectural design, theory

Richard Rosa, Associate Professor
M.Arch., Harvard University, 1993
Architectural design

Francisco Sanin, Professor; Chair, Graduate
Program
Diploma, Universidad Pontificia Bolivariana
(Colombia), 1979
Architectural design, urban design

Yutaka Sho, Assistant Professor
M.Arch. Harvard University, 2005
Architectural design

Edward Sichta, Associate Professor
M.F.A., Syracuse University, 1969
Architectural graphics

Timothy Stenson, Associate Professor
M.Arch., University of Virginia, 1988
Architectural design, technology

Robert Svetz, Assistant Professor
M.Arch. Yale University, 2002
Architectural design

Marissa Tirone, Assistant Professor
M.Arch. II, Cornell University, 2009
Architectural design

Victor Tzen, Assistant Professor
M.Arch., Cornell University, 2008
Architectural design

Vasilena Vassilev, Assistant Professor
M.Arch., Massachusetts Institute of
Technology, 2009
Architecture

Jon Yoder, Assistant Professor
M.Arch., University of Texas at Austin, 1996
Architectural design and theory

The College Of Arts And Sciences

George M. Langford, Dean
300 Hall of Languages
thecollege.syr.edu/

About The College

The College of Arts and Sciences at Syracuse University is one of the nation's premier residential liberal arts colleges—with a curriculum that emphasizes interdisciplinary learning, research, service, and enterprise on campus, across our nation, and around the world.

As the center for undergraduate learning at SU, The College prepares students for the global workplace and for continued study in graduate and professional programs. Rigorous programs of study across our three academic divisions—the sciences and mathematics, the humanities, and the social sciences—as well as our interdepartmental and interdivisional programs, provide students with critical skills that help them launch successful careers in a vast array of fields.

Our graduate students—mentored by nationally and internationally renowned scholars, writers, and scientists—are immersed in an environment of academic rigor, research, and creativity where they develop the tools and skills needed to effect change and generate new knowledge and ideas in their chosen fields.

The College's three academic divisions house 22 departments that offer more than 50 majors, 40 minors, and 30 master's and Ph.D. programs. The College also offers a number of selected studies, independent study, dual and combined degree programs, as well as interdisciplinary degree options with SU's professional schools and colleges at both the undergraduate and graduate levels.

More Information:

On the Web:

The College of Arts and Sciences

Dean's Office

320 Hall of Languages
Phone: 315-443-2201
E-mail: casdean@syr.edu

Academic Departments

The College of Arts and Sciences is a place of discovery, creativity, and imagination that form the core of a liberal arts education at Syracuse University. Through its three academic divisions--the Sciences and Mathematics, the Humanities, and the Social Sciences (offered in collaboration with the Maxwell School of Citizenship and Public Affairs)--The College offers an eclectic array of traditional degree options as well as a number of interdisciplinary, dual, and combined-degree programs.

African American Studies
Anthropology
Art and Music Histories
Biology
Chemistry
Communication Sciences and Disorders
Earth Sciences
Economics
English
Geography
History
International Relations
Languages, Literatures, and Linguistics
Mathematics
Philosophy
Physics
Political Science
Psychology
Religion
Science Teaching
Sociology
Women's and Gender Studies
The Writing Program

Undergraduate Studies

The College of Arts and Sciences offers undergraduate students an opportunity to explore major and minor programs in each of the academic divisions: Humanities, Natural Sciences and Mathematics, and Social Sciences. Undergraduate Social Sciences courses are taught by faculty who also hold appointments in the Maxwell School of Citizenship and Public Affairs.

Interdisciplinary and Special Programs: The College offers a number of interdepartmental and interdivisional majors and minors.

For a list of the majors and minors offered, refer to Academic Offerings to the left.

Special Degree Offerings



For additional information on the following options, contact: Advising and Academic Support

Office:

329 Hall of Languages

Call: 315-443-2207

E-mail: <mailto:casadvising@syr.edu>

Options for Study in the College of Arts and Sciences.

There are two general options for study leading to the B.A. or B.S. degree for undergraduates in the College of Arts and Sciences: the Standard Program and the Selected Studies Program.

The Standard Program involves the Liberal Arts Core, a major, electives and, perhaps, a minor or an additional major. The first two years are devoted largely to work that satisfies requirements of the Liberal Arts Core. The major is chosen by the end of the second year.

The selected studies program offers the student an opportunity to develop a highly individualized curricular plan. This program, which can lead to the B.A. or the B.S. degree, is intended to meet individual needs. It provides considerable freedom in curricular planning, but also requires greatly increased responsibility on the part of the student. Each student in the selected studies program develops a four-year program of study based on academic goals. He or she is assisted by a faculty advisor who helps to formulate an academically sound curriculum. For additional information please see Selected Studies under Undergraduate Program Offerings.

Combined Programs

The College of Arts and Sciences offers combined programs of study with certain professional schools and colleges within the University. These programs lead to two degrees and require at least 30 credits beyond the minimal requirement for one degree. This means that it generally takes five years (10 semesters) to complete a combined program. Specific requirements vary from program to program and are described under individual program headings. Students pursuing a combined program in the College of Arts and Sciences must complete all college requirements relevant to the chosen program of study. A minimum of 96 credits in the College of Arts and Sciences is required. For a general definition and requirements of a combined program and comparison with other kinds of programs, refer to the appropriate chart in the "Academic Rules and Regulations" section of this catalog.

A combined program in the College of Arts and Sciences is offered with the L.C. Smith College of Engineering and Computer Science and results in the B.A. or B.S. in Arts and Sciences and the B.S. in Engineering.

Dual Enrollments

The College of Arts and Sciences offers dual enrollments in cooperation with certain professional schools and colleges within the University. These lead to a single degree jointly authorized and certified by the cooperating schools. The standards and procedures for admission vary and are described under individual headings. With careful course selection and planning, students are able to finish within four years (eight semesters) and within the 120-126 credits required for a degree. (For a general definition and requirements of a dual program and comparison with other kinds of programs, refer to the appropriate chart in the "Academic Rules and Regulations" section of this catalog.)

Dual enrollments in Arts and Sciences are offered only with the School of Education and the S.I. Newhouse School of Public Communications.

For the Dual program offered with S.I. Newhouse School of Public Communications:

Contact Rosanna Grassi, Associate Dean, S.I. Newhouse School of Public Communications, 315 Newhouse 3, 315-443-1908 or

For the College of Arts and Sciences, contact Advising and Academic Support, 329 Hall of Languages, 315-443-2207, casadvising@syr.edu

Students in the College of Arts and Sciences who are dually enrolled in the S.I. Newhouse School of Public Communications receive the bachelor's degree jointly awarded by both colleges.

Students complete the requirements for the B.A. degree or the B.S. degree from the College of Arts and Sciences, including at least 90 credits in Arts and Sciences coursework and an Arts and Sciences major, or a selected studies program approved by the dean of the College of Arts and Sciences. Students also satisfy requirements for a major in the S. I. Newhouse School of Public Communications, chosen from the professional fields of advertising; broadcast and digital journalism; graphic design; magazine; newspaper and online journalism; photography; public relations; or television, radio, and film. At least 122 credits, including electives, are required to graduate.

Students who wish to enroll in this program should request dual enrollment at the time of admission to the University, or they may consult the School of Public Communications about an intra-University transfer to the dual program during the first or sophomore year.

First-year students entering the dual program

Students entering the Arts and Sciences/Public Communications Dual Degree in their first year will be required to satisfy the core requirements for the dual degree by completing the requirements of the Liberal Arts Core.

Students entering the dual program after the first year and who are either singly enrolled in the College of Arts and Sciences or the S.I. Newhouse School of Public Communications satisfy the core requirements for the dual degree by completing the requirements of the school or college in which they were originally singly enrolled. In either case, the College of Arts and Sciences is the home college.

Other Special Options

Arts and Sciences/Art

Arts and Sciences/Music

Professional Option in Dentistry, Law, Medicine, Optometry, or Podiatry

Integrated Learning Majors

Integrated Learning Majors (ILMs) combine a traditional major with a newly developed set of coursework in an applied or multidisciplinary field. ILMs in forensic science, ethics and neuroscience are available.

- Forensic science is a 25- to 26-credit ILM that can complement a variety of other majors, including anthropology, biology, chemistry, physics, psychology and sociology. Like all ILMs, forensic science includes a capstone project where students make contacts with practitioners in their field and then present their findings. Designed to provide a broad exposure to the field, increasing employability in a variety of settings related to forensic science, it will not be sufficient to prepare students for forensics lab work unless it is paired with something like chemistry, anthropology or biology.

- Ethics is a 24-credit ILM encompassing the philosophical study of ethics, including theory and history; ethical issues in social science research; and the interdisciplinary study of ethical issues arising in the student's primary major. Among the majors that can be combined with ethics are management, television/radio/film, graphic design, photography, political science, international relations, biology, public health, anthropology, psychology and sociology, as well as all majors offered by the L.C. Smith College of Engineering and Computer Science.
- Neuroscience is a 24-credit ILM that can be combined with no fewer than six majors in Arts and Sciences, including biology, communication sciences and disorders, linguistics, philosophy, physics and psychology, and with all majors in engineering and computer science. Neuroscience is a core interdisciplinary field of research. It provides an excellent complement to undergraduate training in the base majors. Elective coursework allows for pursuit of interest in a broad variety of departments, reflecting the diverse fields that constitute contemporary neural science.

Combined Bachelor's/Master's Degrees - Secondary Teacher Preparation Programs

School of Education contact: Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall. mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

The combined program has a two-stage admission process. The first stage involves meeting with the School of Education contact as early as possible to develop a plan, and, if a decision to pursue the program is made, completing a form signed by Education and a new declaration of program of study form in Arts and Science to declare the Arts and Sciences program with “Teacher Preparation/5 year” appended to the title (e.g., “History(TchrPrep/5yr)” instead of “History”). The second admission stage involves an application to graduate school. Each admission stage requires a 3.0 cumulative GPA and a 3.0 GPA in the courses from the subject to be taught. The second stage also requires successful performance in the undergraduate education courses.

The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Graduate Studies

The College of Arts and Sciences offers a number of graduate degree programs in the Humanities and in the Natural Sciences and Mathematics. Graduate programs in the Social Sciences are offered by the Maxwell School of Citizenship and Public Affairs. Graduate applications are submitted through Syracuse University's Graduate School.

For a list of Graduate Programs please refer to the Academic Offerings.

Academic Offerings

Applied Statistics Graduate Program

Pinyuen Chen, Advisor
215 Carnegie
315-443-1577

Faculty Chung Chen, Pinyuen Chen, Peng Gao, Susan H. Gensemer, Vernon L. Greene, Christine L. Himes, Chihwa (Duke) Kao, Hyune-Ju Kim, Yingyi Ma, Jan Ivar Ondrich, Stephanie Ortigue, Jeffrey M. Stonecash, Raja Velu, Janet Wilmoth, Douglas A. Wolf, Larry L. Wolf, Yildiray Yildirim

A graduate program in applied statistics leading to a master's degree is administered by the interdisciplinary Statistics Program. This program includes professors from computer and information science, education, engineering, management, mathematics, psychology, and the social sciences, among others. This program is distinguished from other graduate programs in statistics by its emphasis on applications. The interdisciplinary program in statistics is based in the College of Arts and Sciences, but welcomes students from all schools and colleges at Syracuse University. Included among these may be students who are pursuing other degrees, but might wish also to pursue the M.S. degree in statistics.

M.S. DEGREE

The master's degree in applied statistics requires completion of 33 graduate credits. Each candidate must submit a coherent program of 11 courses beyond the bachelor's degree, subject to the following requirements.

Within the first semester after admission to the degree program, the students will plan their course of study in consultation with their advisors and submit it for approval to the Statistics Program Director.

In order to graduate, a student must earn (1) at least a 3.0 grade in each of the four core courses, (2) a GPA of 3.0 or better in this program of study leading to the M.S. in applied statistics, and (3) no more than two Cs in his/her statistics program coursework.

The absence of either a comprehensive final examination or a master's thesis is compensated for by an additional 3 credits of coursework, represented by

STT 690, whose objective is to apply knowledge of statistics to some real world problem.

All candidates for the degree program must complete the following set of four core courses (12 credits):

- MAT 521: Introduction to probability and statistics (students with a strong mathematics background are to take MAT 651).
- MAT 525: Mathematical statistics (students with a strong mathematics background are to take MAT 652).

Any one of the following courses in

Regression Analysis: MAT 654, PSY 757, MAS 766, APM 630, SOC 714, ECN 621, PPA 810.

STT 690: Independent study (to be taken toward the end of the program of study; its objective is to apply knowledge of statistics to some real world problem). For those students who do not include STT 750 in their programs of study, STT 690 should have a significant consulting component.

Four graduate courses (12 credits) are to be chosen from the following list:

Design of Experiments [PSY 756, PSY 853, MAS 767, APM 620] Sampling Theory [MAS 765, APM 625]

Multivariate Methods [PSY 857, APM 635, SOC 813, PPA 721, PPA 722, PPA 730, PSC 794, MAT 755] Nonparametric Methods [MAS 723]

Time Series Modeling and Analysis [MAS 777]

Stochastic Processes/Markov Processes [MAT 526, ECE 756] Statistical Simulation and Nonstandard Data Analysis [MAT 653] Topics in Statistics [MAT 850]

Advanced Probability I and II [MAT 721, MAT 722]

Statistical Ranking, Selection, and Multiple Comparisons [MAT 752] Spatial Statistics [GEO 686]

Econometrics [ECN 620, ECN 622, ECN 720]

Statistical Consulting [STT 750, MAT 750]

The remaining 9 credits, selected in consultation with the student's advisor, should

1. emphasize statistical applications, or
2. involve consulting or advisement about statistical applications.

ADMISSION

All applicants are expected to have a basic foundation in statistical training that includes one course in introductory statistics, one course in regression analysis, and four courses in applications areas. Graduate Record Examination scores, or their equivalent, and performance in a student's undergraduate degree program will be carefully evaluated.

M.A. In Art History

Amanda Eubanks Winkler, Chair
308 Bowne Hall
315-443-4185

Director of Graduate Studies: Prof. Laurinda Dixon
308 Bowne Hall
315-443-5031

Director of Graduate Studies Florence, Gary Radke
308 Bowne Hall
315-443-9198

Faculty Carol Babiracki, Theo Cateforis, Laurinda Dixon, Wayne Franits, Robert A. Hatfield, Jeehee Hong, Sydney Hutchinson, Stephen Meyer, Gary M. Radke, Romita Ray, Sascha Scott, Eileen Strempele, Amanda Winkler

M.A. IN ART HISTORY

The M.A. in art history requires thirty-six graduate credits, taken over a period of two years time, during which students plan individualized programs of study under the guidance of the faculty. Courses offered in art history cover a broad range of subject areas, providing opportunities for both breadth and specialization. At least one course in each of the five broad areas of art history taught in the department—ancient/medieval, Renaissance, Baroque/18th century, modern/American, and non-Western—are required. Also required is HOA 656: The Literature of Art Criticism. Colloquia and special lectures augment formal courses. With permission, a limited number of credits may be taken outside the department, such as studies in literature, aesthetics, museum studies, and art librarianship, when relevant to a student's program of study. Courses in studio art are not included in the degree program. Information on graduate programs in studio arts or museum studies can be obtained by writing to the assistant dean, College of Visual and Performing Arts.

During the first semester of graduate study, students take a language exam, which assesses reading knowledge of Italian, French, or German. Students also take an art history qualifying exam, which tests knowledge of major monuments and disciplinary vocabulary. Both exams must be passed successfully before students enroll in their second year of study. In their last semester, students participate in a pro-seminar, during which they prepare a qualifying paper and present their findings at a public symposium.

Faculty specializations in medieval, Italian and Northern Renaissance, baroque, and 18th- 20th century art are reflected in library holdings that include

several visual databases and a comprehensive collection of books and periodicals. The Syracuse University Art Collection and the nearby Everson Museum of Art have notable collections of paintings, photographs, prints, ceramics, and sculpture.

CONCURRENT DEGREE WITH MUSEUM STUDIES

Concurrent degrees are offered in art history within the College of Arts and Sciences and in museum studies through the College of Visual and Performing Arts. For these degrees, students complete a minimum of 55 credits, which must include the requirements for the M.A. in museum studies (33 credits) and the M.A. in art history (22 credits). While students may work on the two degrees simultaneously, the art history degree is not awarded until the museum studies requirements have been completed.

For information on the M.A. in museum studies, contact Edward Aiken, Director of the Museum Studies Program, The Warehouse 1st floor, eaiken@syr.edu.

M.A. IN ART HISTORY IN FLORENCE, ITALY

Thirty graduate credits are required for the specialized M.A. degree in this program in the study of Italian Renaissance art.

Florence Fellowship Program

Four graduate fellowships are awarded annually. Applicants for this program must have a strong working knowledge of the Italian language and must meet entrance qualifications for graduate study in the Department of Art and Music Histories. Students begin their coursework in the fall semester at the University's main campus in Syracuse, where they complete three graduate seminars. Students are also required to audit a formal Italian language class. Upon successful completion of the fall semester, students register for two semesters of advanced coursework at Syracuse University's Villa Gigliucci in Florence. Three seminars are offered during the spring semester, and in the following fall semester students enroll in the advanced research seminar culminating in a public colloquium devoted to aspects of Renaissance art history.

The deadline for application to these programs is January 1.

Audiology Graduate Program

Doctor of Audiology (AuD)

Chair Linda Milosky
805 South Crouse Avenue
315-443-9637

Faculty Karen Doherty, Mary Louise Edwards, Annette Jenner, Soren Lowell, Linda Milosky, Joseph Pellegrino, Beth Prieve, Kathy R. Vander Werff

Clinical Staff: T. Kordas, K. Kennedy

The clinical graduate programs in speech-language pathology and audiology at Syracuse University are nationally ranked, accredited programs with a long history of excellence. While pursuing a speech-language pathology or audiology degree, students have the opportunity to work with researchers in state-of-the-art laboratories and to learn from master clinicians in the areas of speech, language, and hearing. In addition, the location of the University provides students opportunities to gain clinical experience in diagnosis and treatment with a wide variety of clinical populations.

The department offers a clinical doctorate program in audiology culminating in the Doctor of Audiology (Au.D.) degree. The four-year program requires a student to complete 67 credits of academic coursework and 25 clinical practicum credits. The general educational objectives of the Au.D. program of study are to: (1) prepare audiology practitioners who are well-grounded in the basic sciences; (2) provide didactic coursework and supervised clinical practicum experiences necessary to enable students to develop competencies in the areas outlined by ASHA (Foundations of Practice, Prevention and Identification, and Evaluation and Treatment), and (3) expose students to research in an effort to develop skills that will allow them to use evidence-based approaches to clinical practice.

Any student who holds a baccalaureate degree from an accredited college or university in this country, or its equivalent in a foreign institution, will be eligible for the Au.D. program in audiology. Potential students need not have an undergraduate degree in the field of speech and/or hearing sciences. However, in order to comply with ASHA standards, all students will need to take or show evidence of having taken coursework in math, science, social science, basic human communication processes, and speech/language disorders. If a student has not taken any of these courses as an undergraduate and needs to take them as part of the graduate program, then it may add to the length of the student's program.

Students will have a wide variety of clinical experiences. They will begin work in the Gebbie Speech-Language-Hearing Clinics, where they will receive maximum supervision. Later in the program they will be placed at one of our local extern sites, which include clinical rotations in hospitals, private-practices, rehabilitation centers, and schools in the Syracuse area. We have extern sites located in less populated areas that serve more rural communities and other sites that are based in large metropolitan areas.

Students are not only exposed to a variety of diagnostic and rehabilitative modalities, but also have opportunities to observe procedures such as otologic surgeries and neuroimaging. In the fourth year, students will be engaged in a full-time clinical externship. At the conclusion of their academic and local clinic work, each student must pass an examination designed to comprehensively and intensively assess Au.D. students' academic and clinical preparation.

Accreditation: The Doctor of Audiology (Au.D.) degree program in audiology is accredited by the Council on Academic Accreditation of the American Speech Language Hearing Association.

PH.D. DEGREES IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Ph.D. programs in speech-language pathology and audiology consist of academic, research, and clinical experiences, with an emphasis on basic and applied science. Sponsorship of the Ph.D. student by a faculty member must be agreed upon prior to the time of enrollment. Courses for the Ph.D. degree are selected from a number of areas related to communication disorders, such as psychology, engineering, linguistics, computer science, statistics, sensory processes, and special education, as well as audiology and speech-language pathology.

Students begin their research experiences early in their programs and are mentored in faculty laboratories. The Ph.D. degree requires a minimum of 90 credits beyond the bachelor's degree. Students must pass a pre-qualifying exam at the end of their first year of full-time study and qualifying exams at the

end of their coursework. The academic and research experiences lead to the dissertation, which typically is begun in the third year. The programs may be completed in four years of full-time study.

Biology Graduate Program

Graduate Program Co-Directors:
Ecology/Evolution: Scott Pitnick, 315-443-5128
Cell/Molecular: Ramesh Raina, 315-443-4546
114 Life Sciences Complex

Contact Evelyn Lott, Graduate Secretary
114 Life Sciences Complex
315-443-9154
biology@syr.edu.

Faculty R. Craig Albertson, David M. Althoff, John M. Belote, Samuel H.P. Chan, Michael S. Cosgrove, Scott E. Erdman, Douglas A. Frank, Jason D. Fridley, Anthony Garza, Katharine Lewis, Eleanor Maine, Melissa Pepling, Scott Pitnick, Ramesh Raina, Mark Ritchie, David Rivers, John M. Russell, Kari A. Segraves, W. Thomas Starmer, J. Albert L. Uy, Roy Welch, Jason R. Wiles

The Department of Biology is committed to research-oriented graduate training of the highest quality. A wide variety of disciplines are offered within the areas of biochemistry, developmental biology, genetics, molecular and cellular biology, ecology, and evolution. Students may focus their graduate studies in Cell/Molecular Biology or in Ecology & Evolution, and some students may choose to address questions that span both of these major areas of research. Each student's program is individually structured to provide the maximum flexibility in the choice of coursework consistent with high quality graduate scholarship. Primary emphasis is placed on graduate training leading to the Ph.D.

The Department currently averages 40 full-time graduate students. About 75 percent of the students enroll directly following their undergraduate work; others come with a master's degree earned elsewhere.

Program graduates are encouraged to pursue postdoctoral training at established laboratories prior to accepting professional appointments. Most recent graduates have found employment in university and colleges, many after completing postdoctoral work. Others have found posts in government, industry, hospital laboratories, and in private research institutes.

ADMISSIONS

Successful applicants generally have a minimum undergraduate average of B and high scores on the verbal, quantitative and writing tests of the Graduate Record Examinations (GRE).

Applicants must also have earned a B.S. or a B.A. degree and should have at least a minimal background in both physical and biological sciences, including the following: two years of biology, one year each of introductory chemistry, organic chemistry with laboratory, physics, and college level calculus. Although not required, a year of biochemistry is desirable for students interested in cell and molecular biology, and training in statistical analysis is useful for students interested in ecology and evolution.

Special consideration is given to students who have conducted undergraduate research and whose recommendations attest to their skills in the laboratory or field and promise in research.

GRADUATE AWARDS

The current level of support for the 2009-2010 academic year and following summer is \$25,167. Given Syracuse's low cost of living, this is a comfortable income. Virtually all department graduate students are supported financially throughout their graduate career. Support typically comes in the form of a teaching assistantship and tuition scholarship during the academic year, with the student free to conduct their research full-time during the summer. Students may also be supported by their faculty research advisor's external grants or by Syracuse University Fellowships. Applying to local and national programs for graduate fellowships is strongly encouraged.

RESEARCH FACILITIES

Research facilities currently include an AAALAC-accredited animal facility and extensive facilities and instrumentation for carrying out most kinds of modern biological research at the molecular, cellular, organismal, and population levels. Extensive library holdings and computing facilities are readily accessible for student and faculty use. Construction of the new life sciences complex was completed in fall 2008. The 210,000-square-foot building, the University's largest, most ambitious construction project, brings the biology, chemistry, and biochemistry departments under one roof for the first time in the University's history.

DEGREE PROGRAMS

M.S. IN BIOLOGY

The M.S. program requires at least 24 credits of formal coursework selected in consultation with the student's Research Committee and six additional credits of thesis are required. A thesis based on original research must be developed and successfully defended in accordance with the rules and regulations of the Graduate School. The maximum expected time in residence is three years.

PH.D. IN BIOLOGY

The Ph.D. program requires a minimum of 48 credits of coursework and dissertation taken at Syracuse University. Students entering the department with a B.A. or B.S. will complete a minimum of 24 hours of formal coursework. Students entering with a master's degree will complete at least 18 hours of formal coursework, at least 3/4 of which must be numbered at or above 600. The distribution of coursework and dissertation credits will vary among students and will be based on evaluations by the student's Research Committee and the Graduate Committee. Students in the Ph.D. program must also pass a two-part (oral and written) qualifying examination given at the end of the fourth semester. A dissertation based on original research must be developed and successfully defended in accordance with the rules and regulations of the Graduate School. The maximum expected time in residence is five years.

Chemistry Graduate Program

Chair Karin Ruhlandt
1-014 Center for Science and Technology
315-443-4109.

The Department of Chemistry is large enough to provide a broad range of graduate-level courses and research opportunities and yet small enough to foster close working relationships between students and professors. It includes 20 faculty, some 70 graduate students, 10 postdoctoral associates, and technical and secretarial staff. Programs of study include those for both M.S. and Ph.D. degrees, with research offerings in the areas of biochemistry, organic, inorganic, and physical chemistry, as well as those at the interface of these disciplines. An interdisciplinary program in structural biology, biochemistry, and biophysics is also available.

During the first year of graduate study, courses enable students to gain a sound theoretical foundation for their own research investigations. Students are encouraged to become actively involved in research projects as soon as possible.

GRADUATE AWARDS

The figures associated with various appointments are based on 2009-2010 awards.

Syracuse University Graduate Fellowships provide stipends of \$20,755 for nine months and tuition scholarships for a total of 30 credits for the academic year.

Graduate Teaching Assistantships, to support graduate study for students with superior qualifications, involve no more than 20 hours of teaching obligations per week during the academic year. They provide a stipend of \$21,869 and a graduate tuition scholarship for 24 credits per year.

Summer Teaching Assistantships supporting undergraduate classes offered during the summer sessions, and Summer Research Fellowships-offered to graduate students making strong progress in their studies and research, provide stipends from \$1,000 to \$5,000.

Graduate Research Assistantships provide stipends over the academic year and summer from \$17,300.

Spouses of graduate teaching assistants and graduate research assistants are entitled to 3 credits of remitted tuition each semester of the academic year.

FACILITIES

The Center for Science and Technology near the main quadrangle of the Syracuse University campus provides space and facilities for chemistry faculty and graduate student research: glassblowing and electronic shops; millions of dollars of specialized equipment, including spectrometers, lasers, and other chemical instrumentation; computers and high-speed networks; and an automated X-ray diffractometer for structure determinations.

The new Life Sciences Complex, located adjacent to the department of chemistry, provides new research and teaching space for the departments of chemistry and biology, and helps foster interactions between the two departments. This building opened in fall 2008.

DEGREE PROGRAMS

All students in the department must satisfy course requirements that may vary depending on a candidate's background and areas of specialization; typically, six three-credit graduate level courses prove sufficient. A minimum of 48 graduate credits, including thesis credits, is required for a Ph.D. degree in chemistry. Students must pass three of four qualifying breadth examinations given in biochemistry, inorganic, organic, and physical chemistry and maintain a GPA of 3.0 to progress as Ph.D. candidates. Doctoral students must pass an oral examination in April of their second year in order to advance to candidacy. This exam tests the students' understanding of their research problem, their familiarity with the relevant literature, and their competence with the appropriate background material and research tools. Candidates must submit a satisfactory dissertation and pass an oral examination on the dissertation and related topics.

There are two options for M.S. students. A non-thesis option requires at least 30 credits in graduate chemistry and related courses and successful completion of a comprehensive examination or other culminating experience based on the coursework taken by the student. An M.S. degree based in part on a thesis requires a satisfactory master's thesis; at least 18 credits in graduate chemistry courses; a total of 30 graduate credits, including thesis credits; passing two of three qualifying examinations; and passing an oral examination based on the thesis.

Clinical Psychology

Contact Kevin S. Masters,
430 Huntington Hall,
315-443-3666.

The clinical psychology training program at Syracuse University is a doctoral program designed to train students to be responsible, innovative, and scholarly psychologists. The program embraces the scientist-practitioner model, and a strong emphasis is placed on both research and clinical training. The program is accredited by the American Psychological Association.

ADMISSION

In making decisions about admission, the clinical faculty consider a student's grades, GRE scores, letters of recommendation, personal statement, and evidence of the hard work, interest, and motivation that is vital to success in graduate school. Experience in research is also looked on positively. Applicants should have at least 18 credits of psychology, including a laboratory course and a statistics course. Recently admitted applicants have averaged higher than 1210 on the verbal + quantitative GREs and had higher than 3.5 undergraduate GPAs. The program does not discriminate on the basis of age, sex, race, ethnic origin, religion, or physical disability. Applications are considered for the fall term only, and the deadline for receipt of the COMPLETED application is January 1. The program receives about 125 applications per year for four to six openings. There are approximately 25 students in the program.

FINANCIAL ASSISTANCE

The department makes a determined effort to offer each student financial support from several sources: graduate scholarships, teaching assistantships,

research assistantships, clinical assistantships, and fellowships.

PROGRAM REQUIREMENTS

The Ph.D. requires at least 90 credits, including a 6-credit master's thesis and an 18-credit dissertation. Students must attend the University on a full-time basis and remain in residence until the 90 credits are completed. The required clinical curriculum includes coursework in clinical research methods, psychopathology (child and adult), assessment, and psychotherapy, along with supervised clinical practice. The APA-required core curriculum also includes courses in the following areas: statistics and design, cognitive-affective, social, individual differences, biological, history and systems, professional ethics, and issues of cultural and ethnic diversity. The clinical curriculum includes 9 credits of electives. Students must pass a Ph.D. qualifying exam that includes a critical review of a substantive area in clinical psychology that is evaluated by members of the core clinical faculty. A full-time, one-year, APA-accredited internship is also required before the Ph.D. is awarded; this is usually completed in the fifth or sixth year. The internships carry stipends and may be completed at any APA-accredited agency in the United States or Canada.

Psychological Services Center

The clinical psychology program is associated with the SU Psychological Services Center, which is a service delivery, training, and research facility that serves SU students and members of the Syracuse community. Services are provided to children, adolescents, and adults. The Psychological Services Center is staffed by a director, clinic secretary, and graduate students in clinical psychology and related fields. Supervision is provided by full-time clinical faculty and part-time adjunct faculty drawn from local hospitals and clinics. Supervisors vary in their conceptual approach to understanding and modifying behavior. A broad array of clinical services are offered, including individual, marital, family, and group therapy, as well as psychological evaluations and testing.

College Science Teaching

Chair, Joanna O. Masingila,
215 Carnegie,
443-1483

Faculty Sharon Dotger, Joanna O. Masingila, Jeffrey J. Rozelle, John W. Tillotson

The graduate programs in the Department of Science Teaching focus on basic theories, research, and practices that advance the knowledge of science education through specialized preparation. The programs draw on the multiple resources of the University to prepare leaders in science education, ranging from the classroom teacher to the research specialist.

PH.D. in College Science Teaching

This program is for those who plan to teach undergraduate courses in the sciences or mathematics in a junior college, small liberal arts college, or university. The program leads to a Ph.D. in college science teaching and offers:

1. broad training concentrated in the sciences;
2. a combination of breadth, specialization, and integration in the sciences;
3. supervised college teaching experience in the candidate's science specialty, either at Syracuse University or at another college in the Syracuse vicinity;
4. seminars in curriculum development and methods of teaching science in higher education; and
5. research focused on the problems of college teaching.

Representatives of the departments of the major and the minor science areas comprise the committee which guides the student's program. An advisor is designated during the first year of study.

Admission

Applicants must meet the requirements for admission to the Graduate School and must hold a bachelor's degree in a science field or in science education or a master's degree in a science field.

Program Requirements

The degree requires a total of 90 credits, of which a minimum of 18 must be for the dissertation. At least 54 credits of graduate courses in science and science education beyond the bachelor's degree are also required. Programs are planned individually so that each student specializes and develops teaching competence in one science field.

The following courses, which constitute a foundation area, are also required:

Philosophy of Science 3

Methods of Teaching Science in Higher Education 3

Higher Education 3

A research tool requirement must be satisfied by successfully completing a prescribed core of courses in research methods. Students are admitted to doctoral candidacy only after successfully completing the following:

1. the research tool requirement;
2. the foundation area of 9 credits;
3. a supervised teaching experience; and
4. written and oral examinations.

The dissertation must involve research in teaching science and/or learning at the college level. The student is required to have a supervised teaching experience in college science. Supervised teaching experience is usually at Syracuse University, although in some cases arrangements may be made with nearby colleges.

Composition And Cultural Rhetoric Graduate Program

Composition and Cultural Rhetoric
Director Gwendolyn D. Pough,

239 H.B. Crouse Hall,
315-443-5146;
gdpough@syr.edu.

Faculty Lois Agnew, Collin G. Brooke, Margaret Himley, Krista Kennedy, Rebecca Moore Howard, Iswari P. Pandey, Stephen Parks, Gwendolyn D. Pough, Minnie Bruce Pratt, Eileen E. Schell

This program offers a doctoral degree in Composition and Cultural Rhetoric (CCR) situated in the Writing Program, a departmental unit devoted entirely to writing and rhetoric. Its nationally known undergraduate teaching program provides a laboratory for research and innovation. The independence of the CCR program allows focused study of the pedagogy and cultural practices of written language, yet facilitates multidisciplinary study and integrations. In addition to a core faculty and closely associated faculty affiliates, faculty consultants in other disciplines facilitate and advise on students' interdisciplinary studies, a required element of the program.

The goal of the program is to prepare students for careers blending scholarship, teaching, administration, and consulting on writing and rhetoric in academic, workplace, and community settings. Intellectual themes of the program include studying composition and rhetoric emphasizing social practices of literacy, rhetoric, and writing instruction; and conceiving written language as culturally and historically specific. Students are encouraged to develop disciplinary and interdisciplinary specializations such as writing program administration; cross-cultural literacy studies; professional, technical, and electronic communication; rhetorical history; or feminist studies.

ADMISSION

The program admits a class of four to six full-time students a year. Applicants should have satisfactorily completed a master's degree in a language-related or cognate discipline (counted as 30 credits) and demonstrated a strong commitment and talent in rhetoric and composition. In making decisions about admissions, the faculty considers an applicant's academic record, career plans and scholarly interests, GRE scores, a scholarly writing sample, and letters of recommendation. Prior teaching experience or practice in communication fields is desirable.

In addition to completing the regular application for graduate study, CCR applicants must submit an essay on their intellectual history and academic interests, as well as a statement on teaching interests and practical experience. Detailed instructions for tailoring the application to the CCR program may be obtained from the Graduate Coordinator, Writing Program, 239 H.B. Crouse Hall, Syracuse NY 13244-1160, 315-443-5146; or from the program's web site, ccr.syr.edu.

GRADUATE AWARDS

Students are eligible to apply for the following awards (figures for graduate appointments represent 2009-2010 stipends). It is anticipated that all recipients who remain in good standing will continue to receive some form of financial support for up to four years of graduate study.

Graduate Teaching Assistantships: Offered to approximately four new students each year; nine months; no more than an average of 20 hours of work per week; includes a stipend of \$14,951, tuition scholarship for 9 credits per semester (plus 6 credits in the summer), and a 6-credit remitted tuition scholarship per year for spouse or domestic partner. Teaching assistants, appointed by the Writing Program, have full responsibility for 3 sections of writing instruction a year, are expected to attend regular staff meetings and professional development workshops, attend a weekly teaching practicum during the first year, and participate in a weekly coordinating group thereafter. There is also an ongoing mentorship and review of each teaching assistant's performance as a teacher.

Syracuse University Fellowships: Stipends range from \$12,412 to \$20,755 for nine months of full-time study; tuition scholarship for 15 credits per semester for a total of 30 during the academic year.

Summer Teaching: One section offered to some graduate students based on teaching record and availability.

DEGREE REQUIREMENTS

To earn the Ph.D., a student must complete a minimum of 45 credits beyond the master's degree (counted as 30 credits), for a total of 75 required credits. Of these, 36 credits are in required and elective courses. The program is designed to be completed in 4 years. Required credits are distributed as follows:

12 credits in a required core
12 credits in a selected track
12 credits (minimum) in electives, which may be taken in any department
3 credits in doctoral readings (in preparation for qualifying examinations)
6-18 credits of dissertation

Students who enter with a master's degree in rhetoric and composition or have satisfactorily completed graduate courses in appropriate areas of study at Syracuse University or at other institutions may apply up to 12 previously earned credits to course requirements, based on a careful evaluation of their transcripts.

All students take a required 4-course core, and select one of two tracks, Composition Studies or Cultural Rhetoric which becomes the primary area for qualifying examinations. Students must pass comprehensive written qualifying examinations, including one primary and two secondary areas. Students must complete a written dissertation that is a book-length work of scholarship and defend it *viva voce*.

For further details, contact the director or graduate coordinator, or visit the composition and Cultural Rhetoric web site, ccr.syr.edu.

Creative Writing Graduate Program

M.F.A. Creative Writing

Contact Michael Goode, Director of Graduate Studies, 401 Hall of Languages, 315-443-2174; or Christopher Kennedy, Director of Creative Writing, 401 Hall of Languages, 315-443-3755.

Faculty Crystal Bartolovich, Michael Burkard, Dymna Callaghan, Steven Cohan, Michael J.C. Echeruo, Susan Edmunds, Carol Fadda-Conrey, Arthur Flowers, Ken Frieden, Michael Goode, Roger Hallas, Brooks Haxton, Mary Karr, Christopher Kennedy, Claudia Klaver, Gregg Lambert, Amy Schragger Lang, Scott Lyons, Erin S. Mackie, Patricia A. Moody, Kevin Morrison, Donald E. Morton, George Saunders, Stephanie Shirilan, Bruce Smith, Dana Spiotta,

Harvey Teres, Greg Thomas, Silvio Torres-Saillant, David Yaffe

The Department of English offers a range of graduate programs: the M.A. in English, the M.F.A. in Creative Writing, and the Ph.D. in English. The department welcomes students who plan to become writers and scholar/teachers, and it makes a serious effort to tailor its programs to each student's interests. Classes are small, usually from 5 to 15 students, and there is ample opportunity for independent study and supervised research.

One of the department's greatest strengths is its faculty, which includes distinguished scholar- teachers and internationally known writers.

The graduate programs in English have in the recent past been reconfigured. Although students are asked to attain some coverage of literary periods, genres, and major authors, the department gives substantial attention to those modes of theoretical inquiry that have disrupted and enlivened the study of literature in recent years. Our current course offerings, therefore, represent both traditional approaches to English and important work in contemporary theory and cultural studies.

For more information about our graduate programs, visit our department web site at english.syr.edu.

GRADUATE AWARDS

Teaching assistantships, include tuition scholarships for nine credits per semester (plus six credits in the summer) as well as stipends from \$14,034 to \$14,951. New teaching assistants at the M.A. level are assigned to courses offered by the Writing Program. Teaching assistants have full responsibility for three sections a year, are expected to attend regular staff meetings and workshops, and participate in a coordinating group. There is also an ongoing mentorship and review of each teaching assistant's performance as a teacher. New teaching assistants take a teaching practicum (WRT 670) closely related to their classroom duties.

Beginning Ph.D. students serve as teaching assistants in undergraduate lecture courses taught by full-time faculty in the English Department for two to three years. They receive ongoing mentorship and faculty review of their performance.

Advanced Ph.D. students teach independent courses of their own design in the English department for one or two years, and participate in the Future Professoriate Project. This project offers mentored teaching and participation in teaching seminars every semester. Students who fulfill all the requirements receive at graduation a certificate in university teaching.

The department also competes for University Fellowships, awarded annually to outstanding applicants, and it offers six one-year creative writing fellowships. All fellowships include tuition scholarships for full-time study as well as stipends from \$12,660 to \$21,170.

M.F.A., M.A., and Ph.D. applicants should apply for financial aid as early as possible, preferably during the fall semester, but no later than January 9.

DEGREE PROGRAMS

M.F.A. IN CREATIVE WRITING

The Syracuse program in creative writing has long been regarded as one of the best in the country. Each year about six students are admitted in poetry and six in fiction to work closely in small workshops with an accomplished group of writers. Coursework includes a strong emphasis on the study of literature. Six semesters are usually needed to complete the M.F.A.

Applicants must fill out the basic information sheet and submit a sample of poetry or fiction no later than January 1, as well as complete the regular application for graduate study. Admission is based primarily on this sample, but also upon the academic record. Thus, letters of recommendation should address not only the student's creative work, but also his or her general preparedness for advanced graduate study. Likewise in their personal statements on the application for graduate study, students should state their reasons for pursuing an M.F.A. in creative writing as well as describe their own backgrounds as writers. The writing sample (consisting of either a set of 10-12 poems or 30 pages, maximum, for fiction writing) should be sent directly to the Director of Creative Writing, 401 Hall of Languages, Syracuse NY 13244-1170.

Requirements Candidates must complete 48 credits of coursework, which includes 9 credits of workshop, a minimum of 9 credits in forms courses, a 3-credit third-year essay seminar, 12 to 15 credits in other English department courses, 6 to 9 credits of electives outside the department, and 6 credits for the preparation of the thesis (a collection of poems or stories or a novel).

Earth Sciences Graduate Program

Jeffrey A Karson, Chair
204 Heroy Geology Laboratory,
315-443-2672.

Faculty Suzanne L. Baldwin, Marion E. Bickford, Paul G. Fitzgerald, Gregory D. Hoke, Linda C. Ivany, Jeffrey A. Karson, Laura K. Lautz, Henry T. Mullins, Cathryn R. Newton, Scott D. Samson, Christopher A. Scholz, Donald I. Siegel, Bruce H. Wilkinson

Graduate study in the Department of Earth Sciences offers students opportunities for field-based geological and geophysical research worldwide. Ongoing research in the Department is focused primarily in the areas of environmental geology/global change and tectonics/crustal evolution—two of the most rapidly developing areas of the earth sciences. The Department is housed in the William B. Heroy Geology Laboratory, which contains state-of-the-art analytical and computing facilities, modern well-equipped teaching spaces, and a dedicated Earth Sciences library. All of the faculty are engaged in research and teaching.

The department typically has a combination of students pursuing either the M.S. or Ph.D. degree. Several of our faculty-led research projects are large collaborative, multi-institutional, multi-national programs that afford our graduate students opportunities to work in diverse parts of the world with teams of internationally recognized scholars. Department faculty and graduate students are currently pursuing field studies world wide.

ADMISSION

Incoming students are expected to have two semesters of the following courses: calculus, chemistry, and physics or biology. In addition, incoming students need at least four of the following courses: paleobiology, sedimentology, mineralogy, structural geology, geochemistry, geophysics, climatology, or hydrogeology. Students need an approved summer field course or experience. Substitutions may be granted upon petition of the Department.

GRADUATE AWARDS

Graduate students are expected to pursue their studies energetically and to complete their advanced degree work without undue delay. Financial support typically will be given to a student for four semesters at the master's level or eight semesters in the Ph.D. program.

Graduate Scholarships Awarded to students with superior qualifications, provide, in most cases, full tuition for academic year.

Graduate Teaching Assistantships: Offered to some Graduate Scholarship recipients; no more than an average of 20 hours of work per week; 8.5 months; stipend in addition to tuition scholarship for 24 credits per year; 6 credits tuition scholarship per year for spouse.

Graduate Research Assistantships: Offered to some Graduate Scholarship recipients; no more than an average of 20 hours per week; 8.5 to 12 months; stipends variable in addition to tuition scholarship for 24 credits per year; six credits tuition scholarship per year for spouse.

Syracuse University Graduate Fellowships: Tax-free stipend for 8.5 months of full-time study; tuition scholarship for 15 credits per semester for a total of 30 for the academic year.

Department Research Support: The Department has various funds available to support graduate student travel and research.

FACILITIES

The Heroy Geology Laboratory provides well-equipped laboratories and student study research offices. The Department houses state-of-the-art workstation-based seismic data processing, GIS, and image-processing facilities; first-class laboratories for U/Pb geochronology, ⁴⁰Ar/³⁹Ar thermochronology, light stable isotope geochemistry, (U-Th)/He dating, and fission track thermochronology. The Department also has a range of sample preparation facilities, clean labs, two electronmicroscopes for imaging and elemental analysis, a direct current plasmasspectrometer, ion-chromatograph and an array of field geophysical gear. A 12-unit Windows- and Macintosh-based computer cluster is available to all Department members. The Department also houses a dedicated 28,844 volume research library.

The University's location is central to diverse geologic terrains including the classic Paleozoic sedimentary rocks of the Appalachian plateau, the complex structures and metamorphic rocks of the Adirondack Mountains, the Canadian Shield, and Quaternary sequences in the Finger Lakes. The scope of departmental research is international.

DEGREE PROGRAMS

The Department offers programs of graduate study leading to the M.A., M.S., and Ph.D. Minimum requirements for each degree are an average GPA of 3.0 in major subjects and an overall average of 2.8. The Department requires demonstrations of proficiency in two research skills.

Students who wish to continue graduate study toward a Ph.D. in Earth Sciences following a master's degree must submit a Syracuse University Graduate School application form, including letters of reference, to the Department.

M.A. IN EARTH SCIENCES

Thirty credits are required. At least 15 of these must be at or above the 600 level. The student is required to pass a comprehensive written examination, but no thesis is required.

M.S. IN EARTH SCIENCES

Thirty credits are required. Six of these are in thesis credit and 24 credits are for graduate course work. M.S. candidates must pass an oral defense of their thesis.

PH.D. IN EARTH SCIENCES

72 total graduate credit hours are required.

Ph.D. students coming to the program with a M.S. may receive credit for up to 30 hours. An additional 42 credit hours are required. At least 12 of those 42 credit hours must be in graduate coursework, with the balance made up by thesis credits.

Ph.D. students coming to the program without a M.S. must take at least 36 credits in graduate course work (the equivalent of 24 M.S. course work credits plus 12 Ph.D. course work credits). The balance of the 72 credits will be made up in thesis credits.

Most students can satisfy the requirements within four years after completing the master's degree. The Ph.D. candidate must pass an oral qualifying examination and must give an oral defense of the dissertation.

Econometrics Certificate Overview

Econometrics

The application of statistics to economics is commonly called econometrics. Statistics and econometrics have become more closely associated as scholars and practitioners in both areas have learned from each other and adopted ideas learned in the other area. Given this convergence, a certificate offered by Syracuse University that requires knowledge of the contributions of both disciplines is both timely and appropriate.

To obtain the certificate a student must successfully complete ECN 621, ECN 622, ECN 720, MAT 651, and MAT 652.

English Graduate Program

Contact Susan Edmunds, Director of Graduate Studies, 401 Hall of Languages, 315-443-2174; or Christopher Kennedy, Director of Creative Writing, 401 Hall of Languages, 315-443-3755.

Faculty Crystal Bartolovich, Michael Burkard, Dympna Callaghan, Steven Cohan, Michael J.C. Echeruo, Susan Edmunds, Arthur Flowers, Ken Frieden,

Michael Goode, Roger Hallas, Brooks Haxton, Mary Karr, Christopher Kennedy, Claudia Klaver, Amy Schragger Lang, Scott Lyons, Erin S. Mackie, Patricia A. Moody, Kevin Morrison, Donald E. Morton, George Saunders, Stephanie Shirilan, Bruce Smith, Dana Spiotta, Harvey Teres, Greg Thomas, Silvio Torres-Saillant, David Yaffe

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One of the department's greatest strengths is its faculty, which includes distinguished scholar- teachers and internationally known writers.

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For more information about our graduate programs, visit our department web site at english.syr.edu.

GRADUATE AWARDS

Teaching assistantships, include tuition scholarships for nine credits per semester (plus six credits in the summer) as well as stipends from \$14,034 to \$14,951. New teaching assistants at the M.A. level are assigned to courses offered by the Writing Program. Teaching assistants have full responsibility for three sections a year, are expected to attend regular staff meetings and workshops, and participate in a coordinating group. There is also an ongoing mentorship and review of each teaching assistant's performance as a teacher. New teaching assistants take a teaching practicum (WRT 670) closely related to their classroom duties.

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DEGREE PROGRAMS

M.F.A. IN CREATIVE WRITING

The Syracuse program in creative writing has long been regarded as one of the best in the country. Each year six students are admitted in poetry and six in fiction to work closely in small workshops with an accomplished group of writers. Coursework includes a strong emphasis on the study of literature. Six semesters are usually needed to complete the M.F.A.

Applicants must fill out the basic information sheet and submit a sample of poetry or fiction no later than January 1, as well as complete the regular application for graduate study. Admission is based primarily on this sample, but also upon the academic record. Thus, letters of recommendation should address not only the student's creative work, but also his or her general preparedness for advanced graduate study. Likewise in their personal statements on the application for graduate study, students should state their reasons for pursuing an M.F.A. in creative writing as well as describe their own backgrounds as writers. The writing sample (consisting of either a set of 10-12 poems or 30 pages, maximum, for fiction writing) should be sent directly to the Director of Creative Writing, 401 Hall of Languages, Syracuse NY 13244-1170.

Requirements Candidates must complete 48 credits of coursework, which includes 9 credits of workshop, a minimum of 9 credits in forms courses, a 3-credit third-year essay seminar, 12 to 15 credits in other English department courses, 6 to 9 credits of electives outside the department, and 6 credits for the preparation of the thesis (a collection of poems or stories or a novel).

M.A. IN ENGLISH

This master's degree is seen as a step toward the doctorate; therefore the department welcomes applicants who wish to go on to the Ph.D. Applicants should have a strong undergraduate background, if not a major, in English. In their intellectual statements on the application for graduate study, students should define their intellectual projects and state their reasons for pursuing an advanced degree.

The department has particular strengths in early modern literature, 19th-century British studies, American studies, and film, but includes other areas as well. The faculty all share a strong interest in literary history and forms, critical theory, and cultural studies. Four semesters are usually required to complete the M.A. Approximately four students are admitted each year.

Courses: The minimum requirement for the degree is 30 credits of coursework in English (ENG 630/730) and successful completion of the dossier. ENG 631 is a required part of the 30 credits. The 30 credits of coursework required for the degree must be taken in English at the 630 and 730 level and must include three 730-level courses. Students may take additional courses in English or in other departments above and beyond the minimum credits required for the degree.

PH.D. IN ENGLISH

The doctoral program is intended for the most promising students entering with a B.A. or M.A., who all receive five years of support. This is a research degree, aimed primarily at those expecting to teach on the college level. The department has particular strengths in early modern literature, 19th-century British studies, American studies, and film, but includes other areas as well. Small proseminars and advanced seminars, designed to develop both breadth and depth of knowledge, offer students intensive intellectual engagement with members of the faculty. The faculty all share a strong interest in literary history and forms, critical theory, and cultural studies. About four students are admitted each year. Applicants should use the intellectual statement on the application for graduate study to describe, as fully and specifically as possible, the intellectual projects they wish to pursue.

Requirements: The formal requirements are 36 credit hours of coursework in English beyond the M.A. (54 credit hours of coursework for those entering with a B.A.); demonstrated competence in teaching; proficiency in a foreign language; a field exam of two parts: (a) a written test, and (b) a critical essay

of 20-30 pages (students entering the program with an M.A. may, at the discretion of the Graduate Committee, have a part of the field examination requirement waived; this will be determined on a case-by-case basis.); a three-hour oral Ph.D. examination on two fields, to be taken after the third year of coursework, typically in the fall of the seventh semester (the first exam area will focus on the literary, critical, and/or cinematic/media texts of a major period, while the second exam area may focus on a particular topic, genre, or mode of inquiry); the prospectus of 10-20 pages and defense of an 18- to 30-credit dissertation.

Courses: ENG 631 Introduction to Critical Theory is a required part of students' coursework credit. Other courses are chosen from proseminars (630) and seminars (730). Occasionally, electives at the 800 level are offered. To fulfill the graduate proseminar requirement, students will need to take at least one proseminar from each of the two divisions (British and American Literature and Culture). During the first two years of coursework, students will be required to take at least three graduate proseminars and three graduate seminars, in addition to other electives that will comprise the minimum number of cumulative hours.

A Ph.D. student may take up to two courses outside of the English Department. In special cases, the student may petition the Graduate Committee to have courses from other departments, 500 level courses or independent studies in English count as part of the coursework credit required for the degree. The Graduate Committee will grant that petition if the student demonstrates how these courses form an integral part of his or her study in English.

For a fuller description of course offerings, write to the graduate studies coordinator, or submit your request online at our web site: english.syr.edu.

Certificate Overview

European Union & Contemporary Europe

The Certificate of Advanced Study in the European Union (EU) and Contemporary Europe is available to students in all professional and doctoral programs at Syracuse University who are looking to supplement their degree with a strong foundation in this region's politics and culture or to prepare themselves for a career involving specialization in this region. In completing the certificate program, students are required to take at least 12 credit hours of study focused on the region, including one 3-credit required course and nine credits from a set of approved courses and/or approved extracurricular activities such as internships and capstone experiences. Interest in learning more about the EU and contemporary Europe has been growing on the Syracuse campus with the creation of the Center for European Studies and the European Union Center, hosted by the Moynihan Institute of Global Affairs. Both centers have been working over the last several years in spreading knowledge about Europe through support for the teaching of less commonly taught European languages (e.g., Arabic, Hebrew, Polish, Portuguese, Turkish), grants for graduate students to conduct research in Europe and master's students to do semester-long internships in Europe, lectures and debates with visiting scholars and EU officials, and an annual EU Simulation and graduate student conference. The four study abroad centers that the University maintains in Europe—in London, Florence, Strasbourg, and Madrid—have also contributed to heightened interest in the region.

Experimental Psychology

Contact William J. Hoyer, 458 Huntington Hall, 315-443-3663.

Research Faculty; J. Cerella.

Adjunct Faculty; M. Jackowski.

The overall aim of this program is to prepare students for academic careers in research and teaching. Students gain knowledge and research skills in the broad fields of experimental psychology, cognitive psychology, and cognitive neuroscience and in selected areas of research specialization (e.g., memory, cognitive aging, social-cognitive neuroscience).

Research training occurs in one or more of the laboratories of the program faculty. Students usually gain teaching experience under faculty supervision in one or more courses (e.g., introductory psychology, cognitive psychology, research methods, statistics, psychology of adult life and aging). A distinctive feature of the training program is its emphasis on the use of state-of-the-art research methods and tools (e.g., high-density electrophysiology, eye tracking) and rigorous analytic techniques (e.g., computational modeling) as they apply to student-selected areas of interest.

PROGRAM REQUIREMENTS

The curriculum in experimental psychology is designed to provide students with the essential coursework and laboratory experience necessary for an academic or research career in experimental psychology. Coursework is offered in three areas: (1) research methods, and statistics and design; (2) cognitive and neural bases of behavior including the study of perception, memory, and attention; cognitive neuropsychology; cognitive neurochemistry; cognitive aging; and brain-behavior relationships through the life-span; and (3) applications of research principles to selected areas (e.g., psychology of adult life and aging). The program of study for the Ph.D. in experimental psychology requires a minimum of 90 graduate credits, distributed as follows:

Statistics Core (9 credits)

PSY 655 Statistical Methods in Psychology II
PSY 756 Statistical Methods in Psychology III
PSY 853 Experimental Design and Statistical Tests

Department Core (9 credits)

Three courses chosen from departmental areas outside the student's major area of study.

Methods Core (9 credits required)

PSY 611 Proseminar: Methods and Topics in Cognitive Psychology
PSY 612 Advanced Experimental Psychology
PSY 854 Statistical Analysis in Research Design

Cognitive/Neural Bases (9 credits)

PSY 615 Behavioral Pharmacology
PSY 622 Cognitive Psychology: Memory and Attention
PSY 626 Cognitive Neurochemistry
PSY 730 Seminar in Experimental Psychology
PSY 737 Experimental Psychology: Cognition and Human Aging

Applications of Experimental Psychology (3 credits)
PSY 736 Psychology of Adult Life and Aging

Independent Research, Other Recommended Courses (27 credits)

Students are encouraged to work closely with one or more faculty members in a research program and to develop a program of research early in their training.

Master's thesis (6 credits)

Dissertation (18 or more credits)

SATISFACTORY PROGRESS IN THE PROGRAM

Students are required to propose their master's thesis by December 15 of the second year, and to propose their doctoral dissertation by December 15 of the fourth year. Students having completed a research master's thesis elsewhere are not required to do another thesis, but must undertake and complete a research project in their first year of study at Syracuse. Students must complete the master's thesis (or equivalent research project for students admitted with an earned master's degree) by May 15 of the third year. Students take a Ph.D. qualifying exam after completion of the master's thesis and prior to submitting

the Ph.D. dissertation proposal. Thesis and dissertation research is supervised by a committee consisting of three faculty members. The dissertation committee consists of the student's research advisor, who must be a member of the experimental psychology program, and two other faculty members. Students are expected to defend the dissertation by the end of their fifth year.

ADMISSIONS AND FINANCIAL SUPPORT

Admission to the graduate program in Experimental Psychology depends on the quality of the applicant's prior academic record, the applicant's career plans and research interests, and the applicant's GRE scores. Applicants must have a minimum GPA of 3.0 and a minimum GRE of 1100 (combined verbal and quantitative scores). Financial support is available for all well-qualified graduate students by means of research assistantships, teaching assistantships, or fellowships.

Master Of Science In Forensic Science

Forensic Science

Contact Michael Sponsler, sponsler@syr.edu, (315) 443-4880
or James Spencer, jtsponce@syr.edu, (315) 443-3436

Faculty James T. Spencer, Michael B. Sponsler

The Masters of Science in Forensic Science is a 34 credit hour program of study designed to offer students both a global perspective and an opportunity for in-depth study at the graduate level in forensic science. The degree provides students with a fundamental understanding of the concepts and principles involved in the application of scientific techniques to forensic investigations and to the criminal justice system. Recent advances in basic scientific research have had a rapid and dramatic impact on these fields and it is only through an understanding of these critical scientific concepts that those in the legal system may be effective in criminal investigations and judicial proceedings. A graduate M.S. degree in Forensic Science offers a strong complement for people interested in a focus on criminal justice as related to major areas of study such as anthropology, biology, chemistry, physics, geology, psychology, engineering, journalism, education, medicine, and law. The program is interdisciplinary and structured with several required core courses, including two quantitative skills courses, and courses in various disciplines at the forefront of forensic science.

Program Requirements

The M.S. in Forensic Science is a 34 credit hour (min.) program of study designed to offer students both a global perspective and an opportunity for in-depth study at the graduate level in forensic science. The specific course requirements are:

1. Two gateway courses: FSC 606 (3 cr.) and FSC 601 (1 credit)
2. Two quantitative skills courses (Section II below, 6 cr. total).
3. Elective courses from the approved list (Section III) totaling at least 24 cr. These courses must include at least one marked (*) course each from divisions (a) and (b) and two courses from division (c). At least one of the division (c) courses must be FSC 640, and separate offerings of this course may count as the two courses.

Courses

I. Gateway Courses

- FSC 606 Advanced Forensic Science 3
- FSC 601 Practicum in Forensic Science 1

II. Quantitative Skills Courses:

- MAT 521 Introduction to Probability and Statistics 3
- MAT 526 Probability 3
- MAT 651 Probability and Statistics 3
- MAT 651 Probability and Statistics II 3
-

III. Elective Courses

(a) Sciences

- BIO 575 Biochemistry I 3
- BIO 662 Molecular Genetics 3
- BIO 665 Molecular Biology Laboratory 3
- BIO 675 Biochemistry Laboratory 3

- *FSC 644 Forensic Chemical Analysis 4
- *CHE 575 Organic Spectroscopy 3
- CHE/BCM 677 Preparation and Analysis of Proteins and Nucleic Acids 3

(b) Social Sciences and Humanities

- *ANT 633 Advanced Human Osteology 3
- *ANT 634 Anthropology of Death 3
- *LAW 718 Evidence1 4
- *LAW 781 Forensic Evidence1 4
- LAW 821 Domestic Violence1 4
- LIN 600 (future LIN 675) "Forensic Linguistics 1-3
- *LIN 631 Phonological Analysis 3
- LIN 671 Bilingualism 3
- *PSY 775 Seminar in Social Psychology 3
- SWK 626 Persons in Social Context 3
- *SWK 724 Psychopathology 3
- SWK 761 Mental Health Policy 3

(c) Advanced Forensics Courses

- FSC 640 Selected Topics in Advanced Forensic Science
- (3 cr. each module, can be taken multiple times with different topics, including but not limited to): Procedural Law and Moot Court
- Forensic DNA Forensic Pathology Forensic Toxicology
- Forensic Ballistics and Firearms Forensic Psychiatry
- Forensic Entomology
- Advanced Forensic Anthropology
- FSC 690 Independent Study in Forensic Science (1 - 3 cr.)
-

Comments

1. Law courses are open to MS in forensic science students by consent of the instructor. Although these courses are usually held once a year (Evidence is offered every semester), the law college cannot guarantee that these courses will be offered every year, but instead offered irregularly on a demand basis within the law school. MS students should also be aware that the law school's calendar is somewhat different from the rest of the campus and students enrolled in LAW courses will be expected to take exams and complete work based upon the law college's academic schedule (although the Law College exempts non-law students from the application of their grading curves).

French And Francophone Studies Graduate Program

Contact: tba
 Languages, Literatures, and Linguistics
 340 H.B. Crouse
 315-443-2175.

Faculty: Beverly Allen, Hope Glidden, Jean Jonassaint, Amy S. Wyngaard

To earn the M.A. in French and Francophone studies, a student is required to complete a minimum of 30 credits of coursework. Students must take a comprehensive examination. They have an option of:

1. An oral defense of a dossier of three term papers (one hour) or
2. A written examination (two sessions of three hours each)

If they choose option 1, they will be required to present and defend a dossier consisting of three term papers, revised by the student and approved by each faculty member for whom they were originally written.

The examination is normally administered during the first two weeks of December or the last two weeks of April. All students are required to take the examination no later than one semester after they have completed 30 credits of coursework. All students planning to take the oral examination must consult with their graduate advisor concerning the date of their examination.

Certificate In Latin American Studies

This certificate certifies successful completion of 15 credits of graduate courses from a variety of disciplines related to Latin American themes. For a course to be eligible for the PLACA Certificate, the PLACA director must agree that its Latin American content is at least 50% of the overall course content. A list of some of the eligible courses may be found on the PLACA website:
<http://www.maxwell.syr.edu/moynihan/placa/CertificatOfAdvandedStudy.aspx>

The Dates and Deadlines form provides specific deadlines by which forms must be complete. The Program of Study must be completed and signed by your advisor and the director of PLACA.

Law/Forensic Science

J.D./M.S. IN FORENSIC SCIENCE

For those entering the legal profession, an understanding of the scientific analysis of evidence can greatly contribute to their effectiveness both in and out of court. Both forensic science methods and their handling in court proceedings have undergone marked changes over recent years, and knowledge of both aspects will best prepare students for their future encounters with forensic evidence.

The Juris Doctor/Master's of Science in Forensic Science (General Forensic Track or Forensic Laboratory Track) are combined degrees which may be conferred by the College of Arts and Sciences and the College of Law. A student who is admitted to one of these programs has the opportunity to obtain both the J.D. degree and the M.S. Forensic Science degree in substantially less time than would be required were the two degrees to be obtained independently.

Linguistics Studies Graduate Program

Director Jaklin Kornfilt,
340 H.B. Crouse,
315-443-2175.

Faculty Tej K. Bhatia, Amanda Brown, Jaklin Kornfilt, William C. Ritchie

This program provides the student with intensive and advanced education in linguistics and language-related study. The student works with the concentration advisor in one of six concentration areas:

1. Information Representation and Retrieval;
2. Language Acquisition;
3. Language, Culture, and Society;
4. Linguistic Theory;
5. Logic and Language; and
6. Teaching English as a Second Language.

PROGRAM REQUIREMENTS

The M.A. degree requires 30 credits of graduate coursework. 12 credits come from the following Core courses: LIN 601 (Introductory Linguistic Analysis), LIN 631 (Phonological Analysis), LIN 641 (Syntactic Analysis), LIN 571 (Topics in Sociolinguistics). The remaining 18 credits come from one of the six concentration areas with the approval of the advisor for that concentration area. All four Core courses and all required courses within a student's concentration area must be completed with a grade of B or better; all other courses must be completed with a grade of B- or better. A thesis may be substituted for 6 credits of course work subject to the approval of the concentration advisor. All students must successfully complete three comprehensive examinations; one in Syntax, one in Phonology, and one in Sociolinguistics. All students must also either successfully complete a comprehensive examination in their concentration area, or successfully write and defend a thesis in their concentration area.

Mathematics Graduate Program

Chair Eugene Poletsky, 215 Carnegie, 315-443-1472.

Faculty Douglas R. Anderson, Uday Banerjee, Pinyuen Chen, Xin Chen, Dan F. Coman, J. Theodore Cox, Steven Diaz, Helen M. Doerr, Jack E. Graver, Philip S. Griffin, Wu-Teh Hsiang, Tadeusz Iwaniec, Hyune-Ju Kim, Mark Kleiner, Leonid Kovalev, Graham Leuschke, Adam Lutoborski, Joanna O. Masingila, Terry R. McConnell, Claudia Miller, Jani Onninen, Evgeny Poletsky, Declan Quinn, Lixin Shen, John Ucci, Gregory Verchota, Andrew Vogel, Mark E. Watkins, Stefan Wehrli, Yuesheng Xu, Dan Zacharia

The graduate programs in this department offer opportunities to study algebra, analysis, combinatorics, numerical analysis, probability, statistics, and topology.

The department cooperates with the L.C. Smith College of Engineering and Computer Science in the study of mathematical computing and combinatorics.

GRADUATE AWARDS

Figures for graduate appointments represent 2010-2011 stipends.

Graduate Scholarships Support graduate study for students with superior qualifications; provide, in most cases, full tuition for the academic year.

Graduate Assistantships Offered to most Graduate Scholarship recipients; no more than an average of 15 hours of work per week; nine months; stipend ranging from \$16,742 - \$18,722 in addition to tuition scholarship for 24 credits per year; 6 credits remitted tuition per year for spouse. Additional summer support is generally available.

Syracuse University Graduate Fellowships Stipends will range from \$12,660 - \$20,170 for nine months of full-time study; tuition scholarship for 15 credits per semester for a total of 30 credits during the academic year.

FACILITIES

The mathematics library currently holds over 50,000 volumes, including 30,000 books and over 350 print and electronic journal subscriptions. Online databases include MathSciNet, Current Index to Statistics, Jahrbuch Database, MathEduc, ERIC, Scopus, and Web of Science.

In addition to covering a broad range of pure and applied mathematics, the mathematics library contains print and electronic resources in the history of mathematics, mathematics education, and statistics. The following resources are available for student borrowing: TI graphing calculators, geometry kits, and mathematics education curriculum materials.

Graduate assistants may obtain a free "baseline" computer account that allows them the use of the University's Computing Services' facilities, including e-mail. Computing Services manages many public computer clusters. The students may use all software for word processing, graphics, statistical or data analysis, data base management, programming, and telecommunications.

Students have access to printers, plotters, locally written software bulletins, and telephone connections to the consulting center, which offers laser printing,

vendor software manuals, help on supported software, and other special services. Most public sites are open 90 hours a week. All mainframe computers run 24 hours a day, seven days a week, except for scheduled maintenance time. By connecting to the campus data network, which runs throughout the residence halls and most off-campus housing, people with their own computers can also use the University's time sharing and other systems.

DEGREE PROGRAMS

The department offers the M.S. and Ph.D. degrees.

M.S. IN MATHEMATICS

The Department of Mathematics offers two programs leading to the master of science in mathematics degree. The programs are

(1) mathematics (including pure and applied mathematics) and (2) statistics. Master's programs share MAT 601 Fundamentals of Analysis I and MAT 631 Introduction to Algebra I as common foundations, and there is additional overlap between them.

Thirty credits of graduate work are required, of which at least 18 must be at the 600-level or above, and at least 15 of those 18 credits must be in the mathematics department. In the mathematics option the student must also complete MAT 602 Fundamentals of Analysis II, MAT 632 Introduction to Algebra II, and a sequence in applied mathematics from an approved list of sequences. In the statistics option several particular courses are required.

Students must have at least a B average in the 15 credits of 600-level or above mathematics department courses and at least a B average in the 30 credits of coursework comprising the degree program. No master's thesis is required.

JOINT AND CONCURRENT DEGREE PROGRAMS—MATHEMATICS AND COMPUTER SCIENCE

In collaboration with the Department of Electrical Engineering and Computer Science in the College of Engineering, we offer concurrent M.S. degrees in mathematics and computer science. Students complete a total of 51 credits, 30 in mathematics and 21 in computer science. Students who want to pursue this program should have a solid background in undergraduate mathematics, and knowledge of programming in high-level languages and of algorithms and data structures adequate for graduate study in computer science.

PH.D. IN MATHEMATICS

Doctoral students are expected to have completed the requirements for a master's degree in mathematics or the equivalent. They then take at least 60 credits of additional work including up to 30 credits of dissertation credit and at least 30 credits of coursework. All students must demonstrate a mastery of English. Proficiency in one of French, German, or Russian is required. Students must pass preliminary examinations in analysis and algebra and qualifying examinations in a major area and a minor area chosen (subject to some restrictions), from algebra/topology, analysis, combinatorics, numerical analysis, and statistics. Students are also required to pass an oral specialty exam. Students who successfully complete the qualifying examination are granted the master of philosophy (M.Phil.) degree in mathematics. Each Ph.D. student must defend in oral examination a dissertation that demonstrates ability to carry out independent investigation which makes an original contribution to mathematics. Mathematics students may write a Ph.D. dissertation under certain faculty members in computer science.

Further information is available from Mark Kleiner, 215 Carnegie Building, or on our web site: math.syr.edu.

M.S. IN MATHEMATICS EDUCATION

The Department of Mathematics in the College of Arts and Sciences and the School of Education offer a program leading to the degree of master of science in mathematics education. The Preparation Program is for students with an undergraduate major in mathematics who wish to teach in secondary schools. This program provides for preservice education of mathematics majors. The Preparation Program consists of a minimum of 43 hours, and requires at least four courses in mathematics and a master's exam or thesis.

PH.D. IN MATHEMATICS EDUCATION

This degree program is sponsored by the Graduate School in cooperation with the Department of Mathematics and the School of Education. The program includes not less than 90 credits of graduate work beyond the bachelor's degree, of which 9 to 24 are allocated for the dissertation. Students must meet the general requirements for the Ph.D. in education. Generally, a minimum of 48 credits is required in the major area, and a minimum of 33 credits in a minor area.

Formal acceptance into this program depends in part on the preliminary examination in the major area, taken no later than the semester in which 45 credits of graduate work have been completed. A research apprenticeship must also be completed, and 6 credits of internships in K-12 classrooms.

Qualifying examinations, usually written and covering both the major and minor areas, are taken after the completion of approximately 70 credits of coursework.

All candidates take as a minimum the required courses in the master's program or transfer comparable credits from other institutions.

Further information is available from professors Joanna Masingila and Helen Doerr, 203 Carnegie Building.

Certificate Of Advanced Study In Middle Eastern Affairs

The Certificate of Advanced Studies in Middle Eastern Affairs is available to Syracuse University students in all graduate programs who are looking to supplement their degree with a strong foundation in the region's culture and politics or to prepare for a career involving regional specialization. Students are required to complete at least 12 credits: a single 3-credit required course and 9 credits in the form of approved electives chosen from affiliated departments within the University and/or approved extracurricular experience.

For more information contact: Mehrzad Boroujerdi (mborouje@maxwell.syr.edu), 315-443-5877

M.A. In Pan African Studies

Chair, TBA

Faculty Joan Bryant, Horace Campbell, Linda Carty, David Kwame Dixon, Kishi Animashaun Ducre, Janis A. Mayes, Micere Githae Mugo, Herbert Ruffin, S.N. Sangmpam, Renate Simson, Kheli R. Willetts

M.A. IN PAN AFRICAN STUDIES

The M.A. degree in Pan African Studies is a 30-credit program offering students a comprehensive understanding of the global African experience. This interdisciplinary program is structured around:

- four core courses
- two electives
- an external site experience
- a thesis

Courses explore the Pan African experience as reflected in multiple historical, social, and political contexts, most notably in Africa, the Caribbean, and the United States. With the approval of the Graduate Committee, students may participate in the Scholar Exchange Program, a cooperative relationship with the University of Rochester and Cornell University.

This innovative program is distinct from any other of its kind. It has a unique experiential component that requires a residency at an external site at which the department either runs a Syracuse University Abroad (SU Abroad) program, or has established an institutional affiliation. This experience offers students alternative academic exposure while confronting them with the challenge of merging theory and practice as they learn to operationalize Pan African Studies in the larger world.

The targeted sites are located in Africa, the Caribbean, Europe, Canada, and the United States. At the site, students complete a pre-approved project involving research, practical education, independent study, an internship, or a related activity. Two of the graduate courses that contribute to the core offerings in the program, AAS 611 Arts, Literatures, and Cultures of the Pan African World and AAS 612 Societies and Politics of the Pan African World, are unlike any courses offered in similar graduate programs around the country. The courses create a comprehensive framework that brings together concentrations from specific disciplinary foci, as well as the transformations in those foci that have occurred through the Black encounter.

Students learn to appreciate intellectual nuances, dynamism, and diversification as these pertain to Pan African Studies, a layered and complex field of academic engagement. Of equal importance, they are taught to engage the silences inherent in many disciplines and paradigms, including those associated with traditional Africana studies approaches. The M.A. in Pan African Studies degree exposes students to the arts, the humanities, and the social sciences, and incorporates a wider global framework against which the spectrum of the entire Black world is critically, comparatively, and contrastively examined and theorized.

The program aims to produce well-groomed, master's-level scholars ready either to proceed to doctoral studies in the humanities or the social sciences, or to enter the world of work. Potential areas of employment include the local non-governmental sector, international organizations, social services, criminal justice, education, and health care, among others.

PROGRAM OF STUDY

Required Core Courses (12 credits from core courses)

- AAS 525 Research Methods in African American and Pan African Studies
- AAS 610 Seminar in Pan Africanism: Research and Readings
- AAS 611 Arts, Literatures and Cultures of the Pan African World
- AAS 612 Societies and Politics of the Pan African World

- AAS 670 External Experience (6 credits)
- AAS 997 M.A. Thesis in Pan African Studies (6 credits)

(The thesis serves as the required “exit” experience of students.)

Students must take two additional courses, for a total of 6 credits. Before registering for a course from list B or list C, students must obtain the approval of their advisors and the chairperson of the Graduate Committee of the Department of African American Studies.

LIST A: Roster of additional courses offered by or cross-listed with the Department of African American Studies (Includes courses formally cross-listed with the Department of African American Studies. Where relevant, the sponsoring department is emphasized.

- AAS 500 Seminar in African American Studies: Research and Readings (AA)
- AAS 501 African American Sociological Practice, 1900-1945 (AA)
- AAS/HST 510 Studies in African American History (AA)
- AAS/WGS 512 African American Women's History (AA)
- AAS/WGS 513 Toni Morrison Black Book Seminar (AA)
- AAS/REL 543 Religious Cultures of the American South (AA)
- AAS 600 Selected Topics in Pan African Studies (A, AA, AC)
- AAS 620 Black Women Writers: African American/Caribbean/African (A, AA, AC)
- AAS/SOC/WGS 627/427 New York City: Black Women Domestic Workers (AC)
- AAS 631 African Drama and Theatre (A)
- AAS/HST 634/434/ Underground Railroad
- ANT 694/494 /ANT 640 Topics in African Archaeology
- AAS/SOC/WGS 645/445 The Caribbean: Sex Workers, Transnational Capital, and Tourism (AC)
- AAS 670 Experience Credit (A, AA, AC)
- AAS 671/PSC 800** Caribbean Intellectual Thought (AC)
- AAS 681/PSC 681 Comparative State-Society Relations (A, AA, AC)
- AAS 690 Independent Study (A, AA, AC)
- AAS 700 Seminar in African American Studies (AA)
- AAS 731/PSC 780** Militarism and Transformation in Southern Africa (A)
- AAS/HST 765 Readings and Research in African History (A)

*Cross-listing requested

**Political Science will cross list as a special topic course on a semester by semester basis.

List B: Roster of courses offered by other departments

The following are examples of courses, in which students may elect to enroll, subject to the approval of their advisors and the chairperson of the Graduate Committee of the Department of African American Studies. Enrollment is also conditional upon consultation with the instructor of the course regarding any prerequisites and the suitability of the course to a particular student's academic interests and previous academic preparation. List B will vary from semester to semester depending on what is offered by other departments. As a general rule, list B courses give attention to the Pan African experience in a more limited fashion than those in list A, perhaps by devoting a unit of study over several sessions or weeks to topics which relate directly or indirectly to the Pan African experience. These include:

- EDP 626 Cross Cultural Counseling
- ANT/WGS 553 Women in Social Change
- ANT 756 Development Anthropology
- SWK/WGS 628 Human Diversity in Social Contexts
- LAW 758 Civil Rights

Other options will be identified and added as the program progresses and as needs arise. The AAS Graduate Studies Committee will continue to foster networking with relevant departments targeted for cross listing. As this process continues, courses identified will be added to the standing list.

GRADUATE AWARDS

Teaching Assistants in the Department of African American Studies carry a substantial stipend and tuition scholarship of 24 credits (6 of which can be used during the summer). Preference is given to graduate students in Pan African Studies. Teaching Assistants work within the Department of African American Studies for 20 hours per week. Appointments to assistantships are made by the Department of African Studies with the concurrence of the Graduate School. Students are responsible for directly notifying the Department of African American Studies of their interest.

Graduate Fellowships are awards to support graduate training for African American studies students (United States citizens and permanent residents) with outstanding qualifications. Awards are made by the Dean of the Graduate School, upon recommendations of the African American Fellowship Committee. They are intended for individuals whose graduate study involves the integration of African American/Pan African studies into their respective fields of study. Each fellowship includes a substantial stipend, plus a tuition scholarship for 30 credits per academic year.

Philosophy Graduate Program

Contact Director of Graduate Studies,
541 Hall of Languages,
315-443-2245.

The graduate program in philosophy offers study in the core areas of Anglo-American philosophy. It also offers work on the thought of some of the major figures of the history of philosophy, e.g., Plato, Aristotle, Hume, Leibniz, Spinoza, Descartes, and Kant. The department believes that each student's education should include some study of the history of philosophy whether or not the student's interests are primarily historical. The program is designed to prepare students both to teach philosophy and to contribute to the advance of philosophical inquiry.

There are generally 40 full-time philosophy graduate students in residence at Syracuse. Most full-time students in the Ph.D. program are awarded financial assistance in the form of a teaching assistantship, a fellowship, or a tuition scholarship.

M.A. IN PHILOSOPHY

The student seeking the M.A. in philosophy will ordinarily complete 24 credits of coursework and defend *viva voce* a 6-credit master's thesis. With the permission of the department, a student admitted to the Ph.D. Program may receive the M.A. in philosophy after completing all pre-dissertation requirements for the Ph.D. degree.

PH.D. IN PHILOSOPHY

Revised requirements for the Ph. D. program have been approved by the University, pending approval by the State of New York, and will supersede the current requirements if approved. Currently the requirements are as follows:

The student seeking the Ph.D. in philosophy must complete 72 credits of graduate work. Of these credits, 18 are devoted to a doctoral dissertation which is a book-length work of scholarly research. Normally the remaining 54 credits will be graduate coursework in philosophy, though they may also include 6 credits earned for a master's thesis. A portion of the coursework will be distributed over major areas of philosophy, including the history of philosophy, and the student will also be able to pursue special interests in coursework. Before working on the dissertation, the student must also complete a major paper, developed in consultation with a member of the faculty and read by a committee of the faculty. The dissertation is defended *viva voce*.

A full description of the Ph.D. requirements can be found on the departmental web site <http://philosophy.syr.edu/GradStudiesinfo.htm>

PROGRAMS IN PHILOSOPHY AND LAW

The Philosophy Department joins with the College of Law in offering an opportunity to pursue the J.D./M.A. Philosophy or the J.D./Ph.D. Philosophy degrees at the same time. See the departmental web site at <http://philosophy.syr.edu/GradStudiesinfo.htm> for a more detailed description of these programs.

Physics Graduate Program

Chair M. Cristina Marchetti,
201 Physics Building,
315-443-3901.

The Department of Physics has 29 faculty members, 20 postdoctoral research associates, and about 68 graduate students. The department is housed in the modern, six-floor physics building overlooking the University's main quadrangle. Facilities include the physics library, a UNIX computer cluster, and a machine shop, in addition to numerous specialized research facilities maintained by the research groups described below.

The department runs a weekly colloquium series that brings scientists from the United States and abroad to the University to present research and exchange ideas. There are also several research seminar series run by the different research groups. Colloquia and seminar schedules (along with other information about our program, courses, and events) can be found on the Internet at physics.syr.edu.

RESEARCH AREAS

The department has several strong research groups from which former students and post-doctoral associates have gone on to distinguished careers at universities and in industry. Graduate work in physics presently encompasses the fields described below.

Theoretical

Condensed Matter Statistical mechanics of and non-linear collective transport in disordered systems, such as random magnets, quantum dot arrays, flux arrays in superconductors. Superconductivity, dynamics of liquids. Atom-surface interactions and calculations/computer simulations of processes of adsorption, diffusion, and desorption. Short range order in crystalline alloys, surface segregation in binary alloys. Marchetti, Middleton, Miller, Vidali. One postdoctoral fellow.

Elementary Particles and Fields Quantum gravity, supersymmetry; renormalization theory; chiral symmetries; monopoles and dyons in curved space-time; noncommutative geometry; random surfaces, electroweak theory; quantum chromodynamics; general quantum field theory; constrained field theories; geometric quantization; phenomenological particle dynamics. Simulations of lattice QCD; study of supersymmetric field theories on spacetime lattices. Quark gluon plasma. Particle cosmology. Theories with extra dimensions. Balachandran, Catterall, Hubisz, Rosenzweig, Schechter, Trodden. Three postdoctoral fellows.

Computational Physics Numerical studies of random surfaces, liquid membranes; study of quantum gravity as a theory of dynamically triangulated meshes; analysis of phase transitions and phase structure in disordered systems; simulations of charge density waves and flux arrays in superconductors; study of dynamical systems and chaos; numerical simulations on parallel computers; connections between algorithms and physical principles. Application of distributed processing to large scale quantum theory problems. Bowick, Catterall, Marchetti, Middleton. One postdoctoral fellow.

Experimental

Astrophysics of the Interstellar Medium and Planetary Atmospheres Laboratory studies of physical and chemical processes occurring in the interstellar medium and in planetary atmospheres, including formation of molecular hydrogen and hydrogenation and oxidation reactions on interstellar and/or planetary dust grain analogues. Vidali. One postdoctoral fellow.

Biological and Medical Physics Experimental studies of photosensory transduction in single-celled model microorganisms, using nonlinear systems physiology approaches; bioinformatics; phylogenetics and molecular clocks; technology development for telemedicine and human-computer interfacing; image processing in nuclear medicine and magnetic resonance imaging. Foster, Krol, Lipson, Saranak.

High Energy Experimental Particle Physics Experimental studies of the fundamental Electroweak and Strong interactions as manifested by the decays of beauty and charm quarks and transitions in b-anti-b and charm-anti-charm states, called quarkonia. We study b-quark decays at the LHCb experiment at the CERN 7 TeV x 7 TeV LHC hadron collider (Geneva, Switzerland), especially rare and CP violating decays. Weak decays of charm quarks, and strong and electromagnetic transitions in heavy quarkonia are studied at the CLEO experiment (Ithaca, New York). We also are doing R&D into advanced silicon micro-pattern detectors, such as pixel and microstrip strip sensors, and their related readout electronics. Members of the group have discovered several new particles, including the B, Ds, Y(1D) and made the first measurements of several very important decay modes of these objects. Artuso, Blusk, Mountain, Skwarnicki, Stone and Wang. Four postdoctoral fellows.

Intermediate Energy Particle Physics Use of spin degrees of freedom to study quantum chromodynamics and the Standard Model at low energies. Experiments are underway at Stanford Linear Accelerator Center (SLAC) and at Thomas Jefferson National Accelerator Facility (JLAB). Holmes, Souder. 1 postdoctoral fellow

Relativity and Gravitation Detection of gravitational waves; thermal noise reduction in gravity experiments. Analysis of data from interferometric gravitational wave detectors. Member of the LIGO (Laser Interferometric Gravitation Wave Observatory) Scientific Collaboration. Brown, Saulson. One postdoctoral fellow.

Semiconductors, Thin Films, and Solar Cells Electronic and optical properties of unconventional semiconductors (amorphous silicon, porous titania, and silicon). Solar cell device physics. Thin-film growth (plasma, hot-wire). Hybrid organic-inorganic semiconductor devices. Surface physics (structure, kinetics, dynamics, and reactions). Schiff, Vidali.

Superconducting Devices and Vortex Dynamics Investigations of quantum coherence in nanoscale superconducting devices and vortex systems. Nanofabrication of Josephson junctions and structured vortex pinning potentials. Low temperature measurements, including dilution refrigeration. Development of qubits for quantum computing. Plourde. One postdoctoral fellow.

GRADUATE AWARDS

Figures for graduate appointments represent 2009-2010 stipends.

Graduate Scholarships support graduate study for students with superior qualifications; provide, in most cases, full tuition for academic year.

Graduate Teaching Assistantships offered to most Graduate Scholarship recipients; nine months; stipend of \$20,010 (2009-2010) and tuition scholarship up to 24 credits (8 courses). Summer assistantships may be available. The assistant spends up to 20 hours a week engaged in teaching laboratory or recitation classes and in grading and preparation.

Graduate Research Assistantships no more than an average of 20 hours of work per week; a nine-month stipend of at least \$20,010 (2009-2010), and tuition scholarship up to 24 credits (8 courses). Summer assistantships may be available. The research assistant is normally paid for research work performed in conjunction with a faculty member and leading to the master's or doctor's dissertations.

Syracuse University Fellowships Tax-free stipends of \$20,755 (2009-2010) for nine months of full-time study; tuition scholarship for a total of 30 credits during the academic year.

DEGREE PROGRAMS

All entering students must take a comprehensive examination. Those who perform unsatisfactorily may be required to take and pass remedial courses. However, any associated offer of financial support is not contingent upon passing this examination.

M.S. IN PHYSICS

The degree can be achieved in any of three ways: (a) a thesis (involving 6 credits of PHY 997) in addition to 24 credits of regular course-work; (b) a minor problem (involving PHY 990) and passing the qualifying examination with 30 credits of regular coursework; or (c) passing the qualifying examination with 36 credits of regular coursework. The courses taken must include PHY 581, PHY 614, PHY 621, PHY 641 or PHY 651, PHY 661, and PHY 662. No more than three credits of PHY 690 or PHY 890 can count toward the M.S. degree. Students must maintain a B average.

PH.D. IN PHYSICS

The Ph.D. degree is awarded to students who complete a minimum of 51 credits of graduate-level coursework, pass a two-part qualifying examination, pass a research oral examination on the student's proposed research, complete a written thesis based upon original research, and pass a thesis defense examination. The coursework includes completion of nine required courses:

- PHY 581 Methods of Theoretical Physics I
- PHY 614 Graduate Laboratory or
- PHY 651 Instrumentation in Modern Physics
- PHY 621 Classical Mechanics
- PHY 641 Advanced Electromagnetic Theory I
- PHY 642 Advanced Electromagnetic Theory II
- PHY 661 Quantum Mechanics I
- PHY 662 Quantum Mechanics II
- PHY 731 Thermodynamics and Statistical Mechanics I **OR**
- PHY 831 Statistical Mechanics of Fields and the Renormalization
- PHY 885 Quantum Field Theory I

Plus four approved courses. These may be advanced physics courses or other courses associated with the student's degree program. PHY 663 will not count as one of the four advanced courses.

The student forms a committee of four faculty members who conduct a research oral examination based on the student's proposed research. Students must maintain a B average.

Religion Graduate Program

Chair James Watts
501 Hall of Languages,
315-443-5713.

Director of Graduate Studies Joanne P. Waghorne,
501 Hall of Languages,
315-443-3861.

Graduate study in the Department of Religion at Syracuse University is distinctive in its focus on the category "religion" as an intellectually provocative and problematic concept rather than simply as a descriptive, institutional, or phenomenological label. The department embraces the following two premises as fundamental to its educational program: 1) in a postmodern and global age, any study of religion must be interdisciplinary, and 2) credible studies of religion must investigate the material, textual, historical, and cultural dimensions of religions as well as the theories used to produce and analyze them.

The graduate program offers incoming students an opportunity to forge a unique, creative, and rigorous program of study. It emphasizes the comparative and theoretical study of religion in its various traditions and forms, and keeps the hermeneutical task always to the fore. The program fosters interdisciplinary approaches, offering training in traditional and contemporary theories and methods in conjunction with substantive investigations of diverse religious traditions and topics. (See "Areas of Study" below.)

The current faculty in the Department of Religion engage in teaching and research in the following interrelated areas, areas whose interrelation represents the department's long-standing emphasis on innovative and interdisciplinary inquiry. Like the faculty, graduate students will engage at least two of these areas as they pursue their research.

THEORIES OF RELIGION

Focus on how the category of religion has been theorized as well as on methodologies in the study of religion; includes continental philosophy and theology of religion; the anthropology, sociology, and psychology of religion; history of religions; ethics; issues of globalization.

HISTORIES OF RELIGION

Focus on historical, cross-cultural, and comparative studies of religion, with an emphasis on interrelations among religion, culture, and society; includes

traditions such as Judaism, Christianity, Islam, Hinduism, Buddhism, and indigenous religions, and their development in geographical areas such as South Asia, Europe, the ancient Near East, the Roman Empire, and the Americas.

ARTS AND AESTHETICS OF RELIGION

Focus on the artistic, literary, performative, and media-related expressions of religion; includes the study of scriptures, literature and literary theory, rhetoric, architecture, sacred space and time, material culture, and various media of popular culture such as music, folklore, film, journalism, and virtual technologies.

AREAS OF STUDY

Students are required to gain competence in multiple historical periods, religious cultures, as well as approaches to studying religion. We encourage students to make imaginative use of all available resources in the creation of their own distinctive programs of study. Each student must 1) develop expertise in a particular subject area, and 2) cross or transcend traditional boundaries of a discipline and sub-field in innovative ways. By training scholars to think across traditional academic boundaries, the program at Syracuse prepares students for exciting research and teaching opportunities in religion. Currently the department can support the following areas of study for students.

Historical Periods

- Ancient Near Eastern
- Contemporary and Modern South Asia
- Greco-Roman
- Medieval and Modern Japan
- Modern and Contemporary Americas
- Modern and Contemporary Continental Europe
- Modern Israel
- Religious Cultures
- African American
- American
- Ancient Near Eastern
- Buddhist
- Christian
- European/Continental
- Greco-Roman
- Hindu
- Indigenous (the Americas)
- Islamic
- Japanese
- Judaic
- South Asian

Approaches of Study

- Comparative Studies
- Contemporary, Historical, and Critical Theology
- Continental Philosophy
- Cultural Anthropology
- Cultural Studies: Film, Media, Journalism
- Ethics/ Bioethics
- Feminist, Marxist, Postcolonial Critical Theory
- Gender Studies
- Globalization
- History of Religions
- Literary Studies
- Material Culture
- Philosophy of Religion
- Religion and Ecology
- Rhetorical Criticism
- Ritual and Performance Studies
- Scriptures Studies
- Social Scientific

M.A. IN RELIGION

The student seeking the M.A. in religion must complete a minimum of 30 credits of graduate study; 27 of which will be taken in regularly-scheduled religion graduate courses or seminars, and including no more than nine credits in advisor-approved courses offered outside the department.

Additionally, the student must earn three thesis credits by producing and orally defending a thesis. Competence in one language of modern critical discourse (normally French or German) must be demonstrated by the third semester of study.

PH.D. IN RELIGION

The student seeking the Ph.D. in religion must hold the M.A. in religion (or its equivalent) and a minimum of 36 additional credits, 24 of which must be taken in the Department of Religion. 12 additional dissertation credits are required. The student must demonstrate competence in two languages of modern critical discourse, normally German and French, one before matriculation and the other before the beginning of the third semester of study.

The student is required to pass a set of four comprehensive examinations that must fall under the following headings:

1. a period or movement;
2. a person;
3. a text; and
4. a problem.

The dissertation and its oral defense are required.

Social Psychology Graduate Program

Director Joshua M. Smyth, Ph.D.,
430 Huntington Hall,
315-443-3723.

Since its creation in 1924, the program has embraced research as a central focus for the training of social psychologists. We train students with the skills necessary to function as applied or research scientists within one or more of the many sub-domains of social psychology. Our program explicitly adopts multidisciplinary themes to create a unique graduate training experience. The central focus of the social psychology program is the scholarship of the causes, consequences, and/or remediation of social challenges. Students are encouraged to pursue specific research interests that complement this broad programmatic theme.

ADMISSIONS

The admissions committee consists of social psychology area faculty members. This committee makes decisions on the admission of applicants to graduate school; students who have or will soon complete either bachelor's or master's degrees, and who qualify in the judgment of this committee are admitted. To make this judgment, the committee considers a candidate's letters of recommendation, verbal and quantitative Graduate Record Examination (GRE) scores, previous grade record, personal statement, and whether the research interests of this student matches with a member of the faculty.

PROGRAM REQUIREMENTS

Consistent with the general goal of the program, students are strongly encouraged to become involved in research at an early point in their training by participating in faculty research projects and by carrying out individual research under the guidance of faculty members. Accordingly, all students obtain extensive training in research methods, both within a classroom setting and in actual research practice. Students earn both the master of science (M.S.) and doctor of philosophy (Ph.D.) degrees; the master's degree is a prerequisite for the Ph.D.

Coursework The courses offered in the program consist of intensive exposure to the prominent theories and methods in social psychology. In order to qualify for the Ph.D., students are required to take 18 credits of theory-relevant coursework, which may consist of any combination of the following three-credit courses:

PSY 475/675 Social Influences on Human Sexual Behavior
PSY 640 Psychology of Gender
PSY 674 Advanced Social Psychology
PSY 676 Group Processes
PSY 677 Social Cognition
PSY 678 Attitude Change
PSY 693 Advanced Personality
PSY 775 Seminar in Social Psychology (when topic is appropriate)

Students must also complete 15 credits of the following methods courses, one of which must be PSY 679:

PSY 679 Research Methods in Social Psychology (3)
PSY 691 Meta-Analysis
PSY 775 Seminar in Social Psychology (when topic is appropriate)
PSY 990 Independent Study (up to nine credits)

Finally, students are required to fulfill an additional 33 credits of departmental requirements. These requirements serve to ensure that the student's training is well-rounded and well-grounded in methodological fundamentals.

Qualifying Examination for the Ph.D. After a student completes the master's degree and all requisite coursework, she or he selects one of two possible options to qualify as a doctoral candidate. These options are (a) writing a literature review of an area within social psychology in a style of reviews published in the *Psychological Review* (and similar sources); or (b) preparing for a written examination based on a list of readings. Once a student has passed the qualifying examination, she or he may select a topic and complete a dissertation regarding it. The student defends her or his work before her or his doctoral committee, including many social psychology faculty. It is recommended that the qualifying examination be satisfied during the third year of graduate school.

Doctoral Dissertation. When a student passes the qualifying examination, she or he is a doctoral candidate and may select a topic on which to write a doctoral dissertation, which also must be defended before a committee composed of faculty members knowledgeable in the domain of the research. Before actually conducting the thesis research, the candidate defends a proposal for this work before this committee. It is recommended that the dissertation be completed during the student's fourth year of graduate studies.

FUNDING

The social psychology program tries to find sources of support for all of its students. This support may consist of fellowships, teaching assistantships, or research assistantships. A number of such assistantships are available, and outstanding students are placed into competition for University-wide fellowships. In addition, students are encouraged to apply for available external funding.

Certificate Overview

South Asian Studies

This certificate program is based in Maxwell's Moynihan Institute of Global Affairs. Graduate students who have completed 15 credits in courses dealing with South Asia are eligible to apply.

Spanish Language, Literature And Culture Graduate Program

Gail Bulman,
340 H.B. Crouse,

The M.A. in Spanish language and literature is designed to meet a variety of student goals. The program provides students with thorough preparation for further study at the doctoral level. It also meets the needs of students for whom the master's degree is a terminal degree and who wish to pursue job opportunities in areas where critical thinking, leadership qualities, and clear, persuasive communication are valued, especially when a superior knowledge of Spanish language and culture is called for.

The M.A. program provides all students with an intensive and balanced introduction to the literature and culture of the Hispanic world, from the pre-Columbian period to the present. Students may take courses in the Renaissance and Baroque periods in Spain and Latin America, the literatures and cultures of contemporary Spain, the Caribbean and Southern Cone of Latin America, and Hispanic linguistics. In addition to the traditional coverage of literary periods, genres, and major authors, students are introduced to a variety of current theoretical and methodological approaches and to the orientations of contemporary theory. Those students interested particularly in linguistics may study general linguistics as well as Hispanic linguistics in the department.

In the M.A. program students work to improve proficiency in the use of the Spanish language. All but three credits of coursework must be taken in Spanish and students have ongoing opportunities to develop their reading, writing, speaking, and listening skills at a professional level. The program also permits students to study abroad in a Spanish-speaking country.

The M.A. program provides students with thorough training in research, including the scholarship of discovery, application, dissemination, and teaching. The program enables students to become proficient and discriminating in the use of scholarly resources available at libraries and via the Internet.

Students are prepared to be effective and committed language instructors. They acquire computer skills relevant to scholarship in the areas of literary criticism and language instruction. They have the opportunity to obtain the Certificate in University Teaching through participation in the Future Professoriate program.

Program Requirements Students must complete 33 credits above the bachelor's degree for the Spanish master's. With Spanish faculty approval, up to three of these credits may be taken outside the Spanish program in a related field of study. SPA 601 Literary Theory and Research Methods is required of all students.

All students must complete a seven-part M.A. qualifying exam and oral defense to graduate from the program. Exceptional students may choose to write an M.A. thesis in addition to the exams. Students who choose to write a thesis may register for up to three thesis credits and may be exempt from the one exam area most closely related to the thesis.

Speech Language Pathology Graduate Program

Speech Language Pathology
Chair :Linda Milosky,
805 South Crouse Avenue,
315-443-9637

Faculty Karen Doherty, Mary Louise Edwards, Annette Jenner, Soren Lowell, Linda Milosky, Joseph Pellegrino, Beth Prieve, Kathy R. Vander Werff

Clinical Staff: J. Ford, A. Libera, A. Lightburn, R. Voleti, M. Leece

The clinical graduate programs in speech-language pathology and audiology at Syracuse University are nationally ranked, accredited programs with a long history of excellence. While pursuing a speech-language pathology or audiology degree, students have the opportunity to work with researchers in state-of-the-art laboratories and to learn from master clinicians in the areas of speech, language, and hearing. In addition, the location of the University provides students opportunities to gain clinical experience in diagnosis and treatment with a wide variety of clinical populations.

M.S. DEGREE IN SPEECH-LANGUAGE PATHOLOGY

The M.S. program in speech-language pathology provides both substantive knowledge and practical experience through a carefully selected sequence of academic study, clinical practice, and research training. Students are prepared for a professional career in diagnosis and management of individuals with speech and language disorders. The typical master's degree program for a student with a background in communication disorders ranges from 42 to 51 credits and requires a minimum of four semesters and one summer. Students with undergraduate majors other than communication disorders need additional coursework. During the final semester, all students must pass a comprehensive examination or complete a master's thesis.

Completion of the master's program provides students with the academic and practicum qualifications for the certificate of clinical competence from the American Speech-Language-Hearing Association and for New York State licensure in speech-language pathology. Graduates may also fulfill the requirements for New York State teacher certification as a Teacher of Students with Speech and Language Disabilities.

Clinical Practice: Students in speech-language pathology participate in a wide range of diagnostic and therapy experiences under the direct supervision of faculty and clinical staff. After obtaining at least 50 hours of on-campus clinical practicum in the department's Gebbie Speech-Language-Hearing Clinic, students also complete two off-site clinical experiences. These externship placements provide students with experience working in the field under the supervision of a certified speech-language pathologist. Placements include public schools, preschool programs, hospitals, rehabilitation centers, nursing homes, private clinics, and special education programs.

Accreditation: The master of science program in speech language pathology is accredited by the Council on Academic Accreditation of the American Speech Language Hearing Association.

PH.D. DEGREES IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Ph.D. programs in speech-language pathology and audiology consist of academic, research, and clinical experiences, with an emphasis on basic and applied science. Sponsorship of the Ph.D. student by a faculty member must be agreed upon prior to the time of enrollment. Courses for the Ph.D. degree are selected from a number of areas related to communication disorders, such as psychology, engineering, linguistics, computer science, statistics, sensory processes, and special education, as well as audiology and speech-language pathology.

Students begin their research experiences early in their programs and are mentored in faculty laboratories. The Ph.D. degree requires a minimum of 90 credits beyond the bachelor's degree. Students must pass a pre-qualifying exam at the end of their first year of full-time study and qualifying exams at the

end of their coursework. The academic and research experiences lead to the dissertation, which typically is begun in the third year. The programs may be completed in four years of full-time study.

Structural Biology, Biochemistry, And Biophysics Graduate Programs

Contact Philip N. Borer,
1-014 Center for Science and Technology,
315-443-5925.

The Ph.D. program is flexible and adaptable to individual needs. Students admitted directly to the program will take courses from a core and electives specified by the program's curriculum committee. This core includes graduate courses in biochemistry, biophysics, and molecular biology. Any student who is admitted through one of the participating departments, (biology, chemistry, or physics) usually completes the core requirements in the major department before transferring into the program. The remainder of the program is planned with a graduate committee composed of members of the program, one of whom will be the student's thesis advisor. This committee is also responsible for administering the qualifying examinations and defense of dissertation, and generally supervising the student's graduate career. The graduate committee usually requires students to take several graduate-level courses in areas outside their major concentration.

ADMISSION

A student wishing to do graduate work in structural biology, biochemistry, and biophysics may apply for admission (1) directly to the program, or (2) through one of the participating departments (biology, chemistry, or physics) and should mention interest in biophysics on the application. Applicants must meet the general requirements of the Graduate School. Students are normally expected to have an undergraduate major in biology, chemistry, or physics, and a minor in one or both of the other fields. Students who do not have the appropriate minors must make up background deficiencies by taking courses or independent study.

GRADUATE AWARDS

Graduate students may qualify for scholarships or for teaching or research assistantships available through individual departments, or for University Fellowships. All awards are made on a competitive basis.

FACILITIES

Housed in the Chemistry Department is a variety of nuclear magnetic resonance instrumentation, including 500 MHz and 300 MHz instruments for routine spectra. The student also has access to 600 MHz and 300 MHz spectrometers at SUNY College of Environmental Science and Forestry, and a large variety of other analytical instruments. There are also extensive computational facilities for biomolecular modeling.

PH.D. IN STRUCTURAL BIOLOGY, BIOCHEMISTRY, AND BIOPHYSICS

This Ph.D. program is flexible and adaptable to individual needs. Students admitted directly to the program will take courses from a core and electives specified by the program's curriculum committee. This core includes graduate courses in biochemistry, biophysics, and molecular biology. Any student who is admitted through one of the participating departments, (biology, chemistry, or physics) usually completes the core requirements in the major department before transferring into the program. The remainder of the program is planned with a graduate committee composed of members of the program, one of whom will be the student's thesis advisor. This committee is also responsible for administering the qualifying examinations and defense of dissertation, and generally supervising the student's graduate career. The graduate committee usually requires students to take several graduate-level courses in areas outside their major concentration.

Certificate Of Advanced Study In Women's Studies

Chair Chandra Talpade Mohanty, 208 Bowne Hall, 315-443-3707.

Administrative Specialist Susann DeMocker-Shedd, 208 Bowne Hall, 315-443-3560, Fax 315-443-9221

Faculty Kal Alston, Himika Bhattacharya, Nancy Cantor, T. Jackie Cuevas, Vivian M. May, Chandra Talpade Mohanty, Gwendolyn D. Pough, Minnie Bruce Pratt, Robin Riley

Women's and Gender Studies integrates theory and practice with the aim of transforming social relations, representations, knowledges, institutions, and policies. Through interdisciplinary and comparative approaches, students engage in the study of gender intersectionally and transnationally as a means of understanding the complex ways that ideas and practices about gender, past and present, shape the world around us. Issues of justice, social and economic transformation, and women's agency are central and at each level of study the curriculum emphasizes race, ethnicity, nationality, class, age, sexuality, and different abilities as categories of analysis.

CERTIFICATE REQUIREMENTS

Matriculated master's or doctoral students must take a minimum of 12 credits of graduate coursework cross listed as WGS courses or approved by the director of the Women's and Gender Studies program. At least one course (three credits) must be a theory course such as WGS 601 Feminist Theory; WGS 600 Theory and Research on Women; or WGS/CFE 776 Gender, Education, and Culture. The 12 credits of coursework must come from two or more departments or schools. Students in certain programs may be required to take more than 12 credits of coursework as specified by departmental requirements.

SELECTED COURSES

- WGS/AAS 512 African American Women's History
- WGS/AAS 513 Toni Morrison Seminar
- WGS/CFE 662 Youth, Schooling, and Popular Culture
- WGS/ANT 553 Women and Social Change
- WGS/NSD 555 Food, Culture, and Environment

- WGS/GEO 576 Gender, Place, and Space
- WGS 600/700 Selected Topic Courses*
- WGS 600 American Colleges and Universities*
- WGS 600 Engendering Archeology*
- WGS 600 Textually Mediated Social Organization*
- WGS 600 Theory and Research on Women*
- WGS 600 Women and Families*
- WGS 600 Women in Photography*
- WGS/SOC 600 Women/Families in Global Change
- WGS/SOC 600 Workplace Inequalities
- WGS/CFE 600 Gender and Race Issue: 20th Century Higher Education
- WGS/CFE 600 Gender Issues in Nineteenth Century Higher Education
- WGS 600 Multi-Cultural Narratives and Educational Change*
- WGS 600/ENG 826 Problems in Literary Theory*
- WGS 600/SOC 880 Seminar: Selected Areas of Social Organization and Change Textually Mediated Social Organization*
- WGS/REL 605 Religion and the Body in Late Antiquity
- WGS/SOC 614/ Introduction to Quantitative Research
- AAS 620 Black Women Writers: African American/Caribbean/African
- WGS 615/CRS 614 Communication, Power, and Gender
- WGS/SOC 625 Feminist Organizations
- WGS/SWK 626 Persons in Social Contexts
- WGS/SWK 628 Human Diversity in Social Contexts
- WGS/SWK 635 Readings in Feminist Psychological Theories
- WGS/CRS 636 Feminist Rhetoric
- WGS/PSY 640 Psychology of Gender
- WGS/REL 644 Feminist Theory
- WGS/AAS 645 The Caribbean: Sex Workers, Transnational Capital, and Tourism
- WGS 649/HOA 640 Seminar on Women in Art
- WGS 652 Feminism and Post-Colonial Studies
- ANT 653/ 453 Poverty, Policy, and Human Services
- WGS/ANT 655 Culture and AIDS
- WGS/SOC 664 Aging and Society
- WGS/SPA 671 Latin American Literature and Feminist Theory
- WGS/ANT/LIN 672 Language, Culture, and Society
- WGS/ANT 674 Culture and Folklore
- WGS/ANT 678 Language and Gender
- WGS 690 Independent Study/Readings and Research
- TRF 698 Special Effects of Television
- HST 735 Readings and Research in European History
- WGS 740 Feminist Theories of Knowing
- WGS 757 Black Feminist Theories
- WGS/ANT/GEO 764 Gender and Globalization
- GEO 770 Seminar on Cultural Geography
- WGS/CFE 776 Gender, Education, and Culture
- WGS 795 Practice of Transnational Feminism
- WGS/PSC 800 Selected Topics in Political Theory and Methodology*
- WGS/SOC 821 Feminist Methodologies
- WGS/SOC 833 Race, Class, Gender
- SOC 810 Readings on Theory and Methodology
- WGS 812/SOC 811/Advanced Seminar in Qualitative Research I
- SOC 812/EDU 815 Advanced Seminar in Qualitative Research II
- LAW 825 Contemporary Legal Theory Seminar
- WGS/GEO 876 Feminist Geography
- LAW 886 Civil Rights Seminar*
- LAW 892 Women in the Criminal Justice System*

*Course content and discipline varies.

ADMISSIONS

Students must apply for certification at least one semester before receiving their degree. The chair of the Department of Women's and Gender Studies will confer with each student and approve each student's program. A list of appropriate courses is available in the Department of Women's and Gender Studies office, 208 Bowne Hall, 315-443-3707.

GRADUATE AWARD

Awarding of the Certificate of Advanced Studies will be in the spring semester of each year.

CERTIFICATE OF RECOGNITION

Certificates of Recognition are awarded to doctoral students who have produced dissertations in Women's/Feminist Studies. To receive certification, the candidate must submit a petition listing the title and abstract of the dissertation, the defense date, and the dissertation advisor. Awards will be made at the end of the spring semester of each year.

PRIZES

Each spring there is an essay contest for the Toni Taverone Graduate Paper Prize that carries an award. The Joan Lukas Rothenberg Graduate Student Service Award is also awarded annually.

Courses

African American Studies

AAS 500 **Selected Topics 1-3 SI**

Interdisciplinary seminar examining various areas of intellectual and research interests related to the American black experience. Integrates knowledge of historical, cultural, sociological, political, and economic issues. Prereq: lower-division course in the social sciences. R

AAS 501 **African American Sociological Practice:1900-45 3 IR**

Intellectual traditions and histories of African American sociologists between 1900 and 1945. Understanding the nature of their contributions to various strands of American and Pan African social thought. Impacts on public policy.

AAS 503 **Black Paris: Studies in Literature, Culture and Intellectual Life 3 E**

Baldwin, "Bricktop", Cesaire, Conde, Diop, Himes, and Wright. Jazz, Negritude, and Presence Africaine. Literature, films, concepts, and contemporary issues involving: expatriation, colonialism, racism, and immigration; and places such as the Café Tournon, Belleville, the Louvre, and University of Paris.

AAS 510 **Studies in African American History 3 IR**

Crosslisted with: HST 510
Particular periods or aspects of African American history. R

AAS 512 **African American Women's History 3 O**

Crosslisted with: WGS 512
The intellectual, political, and social history of African American women from pre-colonial Africa to the re-emergence of black feminism in the late 20th-century United States.

AAS 513 **Toni Morrison: Black Book Seminar 3 E**

Crosslisted with: WGS 513
A multi-dimensional study of Morrison's bookwork: fiction, non-fiction, and scholarship. Involves conceptual frameworks and ideas that link this project with broader understandings and interpretations of Blacks in the world. A wide range of questions (i.e., aesthetics, feminisms, knowing-politics, language, race) derives from Morrison's literary witnessing of Black community life.

AAS 525 **Research Methods in African American Studies 3 Y**

Conceptual, technical, and ethical tools for research among populations in the African Diaspora. Guidelines and practice in reviewing literature and assessing historiography data gathering and analysis, interviewing, participant observation, and archival research.

AAS 540 **Seminar:African American Studies 3-4 Y**

Various areas of intellectual and research interests related to the American black experience. Integrates knowledge of historical, cultural, sociological, political, and economic issues. Undergraduates need permission of instructor. R

AAS 543 **Religious Cultures of the American South 3 E**

Crosslisted with: REL 543
Rise of "born again" evangelical Protestantism and its impact on the American South. Religious folkways that created the "Solid South" and black Christianity as an agent of transformation.

AAS 580 **International Course 1-12 IR**

Offered through SUAbroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. SUAbroad works with the S.U. academic department to assign the appropriate course level, title, and grade for the student's transcript. R

AAS 590 **Independent Study 1-6 IR**

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.. R

AAS 600 **Selected Topics 1-3 S**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

AAS 608 **Masters of American Black Music 3**

Double Numbered with: AAS 408
Various masters of African American music and how these masters brought beauty and happiness to the common place.

AAS 609 **History of Jazz, 1940 to Present 3**

Double Numbered with: AAS 409
Determine why bebop was the most significant style development in the 20th century. How did it liberate the music from dance music to its own art form? Additional work required of graduate students.

AAS 610 **Seminar in Pan Africanism: Research and Reading 3 Y**

Commonalities shared by Africans and people of African descent. Political and intellectual currents developed in the face of these currents. R

AAS 611 **Arts, Cultures and Literatures of the Pan African World 3 Y**

Definitions, representations, and critiques of Pan Africanism. African, African American, and African Caribbean artistic, cultural, and literary products explored. Aesthetics, gender, feminisms, reading, research, reflection, and analysis emphasized.

AAS 612 **Histories, Societies and Political Economies of the Pan African World 3 Y**

Effects of global encounters on African, African Caribbean, and African American societies examined.

AAS 620 **Black Women Writers 3 SI**

Writers whose work creates, expands, and engages knowledge of Pan Africanism. R

AAS 627 **New York City: Black Women Domestic Workers 3 Y**

Crosslisted with: SOC 627, WGS 627; Double Numbered with: AAS 427
Historical understanding of Black women's engagement in paid domestic work in the United States, increasing need for domestic workers in the ever-changing economy and family, and the social construction of Black women as "ideal" domestic workers. Permission of instructor.

AAS 631 **Seminar in African Drama and Theater 3 SI**

Exploration of African performance art forms existing since antiquity. Selected contemporary written drama texts. Includes student performance.

AAS 634 **Underground Railroad 3 SI**

Crosslisted with: ANT 694, HST 634; Double Numbered with: AAS 434
Myth and history of the Underground in the context of African American freedom efforts. Emphasis on events, personalities, and sites in upstate New York. Student field research and exploration of archival and Internet resources. Additional work required of graduate students.

AAS 645 **The Caribbean: Sex Workers, Transnational Capital, and Tourism 3 Y**

Crosslisted with: SOC 645, WGS 645; Double Numbered with: AAS 445
A political economy approach to educating students about the human and capital costs of tourism to the Caribbean. The integral relationship between sex work and Caribbean tourism exposes the region's development that has resulted in its current configuration.

AAS 670 **Experience Credit 1-6**

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

AAS 671 **Caribbean Intellectual Thought 3 IR**

Analysis of principle thinkers who have influenced the philosophy and intellectual culture of the region.

AAS 681 **Comparative State, Society Relations 3 E**

Crosslisted with: PSC 681
Conceptual, methodological, and theoretical tools in comparing state, society relations, and their political and socioeconomic outcomes in the Pan African world and the rest of the world.

AAS 690 **Independent Study 1-6**

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

AAS 700 Seminar in African American Studies 3 SI

Advanced interdisciplinary inquiry into critical areas of intellectual and research interests in relation to black experience in the United States. Students are required to develop major research hypotheses around themes of black experience. R

AAS 731 Militarism and Transformation in South Africa 3 Y

Issues of militarism in political process in Southern Africa in last 15 years. Understanding background which unleashed war, destabilization, and violence in region.

AAS 757 Black Feminist Theories 3 Y

Crosslisted with: WGS 757
Explores historical backgrounds and contemporary expressions of Black feminist thought around the globe to broaden our knowledge of feminist theory. We take an interdisciplinary approach to Black feminist theory that crosses genres and disciplines.

AAS 765 Readings and Research in African History 3 SI

Crosslisted with: HST 765

AAS 997 Master's Thesis 6-9

RI, 18 credits maximum

Anthropology

ANT 500 Selected Topics 1-3 SI

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ANT 523 Culture Change in Latin America 3 Y

Crosslisted with: LAS 523
Effects of urbanization, industrialization, population increases, international politics, and modernization upon primitive and peasant populations of Latin America.

ANT 553 Women and Social Change 3 E

Crosslisted with: WGS 553
Function of changes in women's roles in sociocultural urbanization, revolution, and modernization. Women in Third World countries compared to women in industrialized countries.

ANT 571 Topics in Sociolinguistics 3 SI

Crosslisted with: LIN 571, SOC 571
Functions of language in society. Geographical, socioeconomic, and male-female differentiation. Functions of various types of speech events. Requirements include a research project. RI, 6 credits maximum

ANT 574 Anthropology and Physical Design 3 E

Interrelationship of social and spatial organization in traditional and modern societies. Nonverbal communication: use of space, territoriality, and impact of physical design on human behavior.

ANT 600 Selected Topics 1-3 SI

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ANT 611 History of Anthropological Theory 3 Y

Main theoretical approaches to the study of the origin and development of society and culture: cultural evolutionists, functionalists, diffusionists, structuralists, and historicists.

ANT 612 Ethnology 3 SI

Human societies in their many component parts: kinship, politics, social organization, religion, values, etc. Theoretical models most applicable to these differing topics. PREREQ: ANT 611.

ANT 614 Cities, Spaces and Power 3 O

Double Numbered with: ANT 414
Processes of urbanization, migration, adjustments of peasants in cities, ethnic and cultural variation in urban areas. Cultural differences in industrial development. Uses of applied anthropology in urban situations. Sometimes offered abroad.

ANT 617 Economic Anthropology 3 IR

Contribution of anthropology to economic theory and the relevance of orthodox economics to cross-cultural and evolutionary studies of society. PREREQ: ANT 111.

ANT 620 Readings, Research and Ethnography 3 S

Individual or group readings and research on topics in ethnography. Student or group works with a faculty member and submits reports as individually arranged. PREREQ: ANT 111. R

ANT 624 Negotiation: Theory and Practice 3 SS

Double Numbered with: ANT 424
Negotiation skills for resolving differences effectively and achieving mutually satisfying outcomes. Position based versus interest based negotiation. Advanced techniques of communication such as chunking, reframing, anchoring, metaphor and rapport to obtain negotiation outcomes of excellence. Additional work required of graduate students.

ANT 625 Problems in Anthropology of South Asia 3 IR

One topic of theoretical concern to anthropologists dealing with South Asia, e.g., caste, kinship, village Hinduism, economics, urbanization, rural/urban networks.

ANT 627 Brazil: Anthropological Perspectives 3 IR

Double Numbered with: ANT 427
History and culture of Brazil; indigenous populations; Afro-Brazilians; race and ethnic relations; development; kinship; gender; religion; urbanization; politics; nationalism; globalization. Additional work required of graduate students.

ANT 628 Muslim Rituals, Practices, and Performances 3 IR

Crosslisted with: REL 628
Historical, cultural, and sociological analysis of pan-Islamic festivals and rituals. Local, culturally-specific, unofficial practices in Islam.

ANT 629 Transformation of Eastern Europe 3 IR

Double Numbered with: ANT 428
Change and continuity after the demise of communism as experienced by ordinary citizens. Transformations in agriculture, industry, social, and political institutions; the rise of ethnic nationalism; and ethnic conflict. Additional work required of graduate students.

ANT 631 Method and Theory in Biological Anthropology 3 Y

Mechanisms of human adaptation to environmental stress; emphasizing human variation. Cultural and biological modes of adaptation. Paradigmatic and methodological issues, with special emphasis on biocultural and contemporary approaches.

ANT 633 Advanced Human Osteology 3 IR

Forensic uses of human osteology. Skeletal differentiation of living and fossil human populations from mammals. Overview of statistics. Procedures for estimating height, age, sex, and race.

ANT 634 Anthropology of Death 3 E

Double Numbered with: ANT 434
Death in anthropological perspective. Survey of the many ways death has entered into the work of archaeologists, biological anthropologists, ethnographers and social theorists.

ANT 636 Forensic Anthropology 3 E

Double Numbered with: ANT 436
Surveys the application of skeletal biology and archaeology to the medico-legal field. Techniques of analysis, interpretation, and evaluation will be emphasized, and domestic and international case studies will be used to illustrate application.

ANT 640 Topics in African Archaeology 3 SI

Double Numbered with: ANT 440
Topics might include West African Archaeology, Iron Age and Stone Age Africa, the Nile Valley, and East and Southern Africa. Additional work required of graduate students. PREREQ: ANT 141, ANT/HST 145. R

ANT 641 Anthropological Archaeology 3 Y

Methodology and theory in prehistoric archaeology. Development of archaeological theory, design and execution of research. Application of archaeology to solving problems in culture change and development.

ANT 642 Methods in Archaeology 3 O

Double Numbered with: ANT 442

Formulation and conduct of archaeological research with a focus on field and laboratory methods used to obtain and analyze data. Survey techniques, excavation strategies, archaeological classification, and data base management. Additional work required of graduate students.

PREREQ: ANT 141 OR 145.

ANT 643 Advanced Field Methods in Archaeology 6 SS

Supervised training in excavating, organizing, coordinating, and directing research on a prehistoric archaeological site. R

ANT 644 Laboratory Analysis in Archaeology 3 E

Double Numbered with: ANT 444

Introduction to archaeo-logical materials analysis, artifact-classification systems, processing of data, materials analyses (ceramic, lithic, etc.). Conservation and curation of collections. Extra work required of graduate students.

PREREQ: ANT 141, ANT/HIS 145.

ANT 645 Public Policy and Archaeology 3 IR

Crosslisted with: NAT 645; Double Numbered with: ANT 445

Proactive critique of public policy and implementation efforts to preserve and protect archaeological and historical sites and resources. Additional work required of graduate students.

ANT 646 Caribbean Archaeology 3 IR

Double Numbered with: ANT 446

Caribbean archaeology from the region's early prehistory through the historic period. Cultural diversity, indigenous societies, Hispanic and colonial impacts, and the African Diaspora.

PREREQ: ANT 141 OR 145.

ANT 647 Archaeology of North America 3 IR

Crosslisted with: NAT 647; Double Numbered with: ANT 447

Introduction to the regional prehistory of North America north of Mexico, from the late Pleistocene until European contact. Adaptation of prehistoric human populations to their ecosystems. Additional work required of graduate students.

PREREQ: ANT 141, 145.

ANT 648 History of Archaeology 3 IR

Double Numbered with: ANT 348

Tracing the discipline's origins with the Renaissance dilettante. Brief survey of scientific and quantitative methods.

ANT 651 Classics in the Sociology of Religion and Morals 3 IR

Crosslisted with: REL 651, SOC 651

Classical sociological writings of Emile Durkheim and Max Weber and their contemporary significance.

ANT 652 Anthropology and Public Policy 3 IR

Double Numbered with: ANT 452

Cultural aspects of the development and implementation of public policy. Emphasizing decision making methodologies and ethnographic studies of the consequences of implemented policies. Additional work required of graduate students.

ANT 655 Culture and AIDS 3 IR

Crosslisted with: WGS 655; Double Numbered with: ANT 455

Relationship between AIDS and cultures in which it spreads. Cultural practices and sexuality and social effects of widespread AIDS, including healthcare in Asia, Africa, Latin America, and USA. Additional work required of graduate students.

ANT 656 Representations of Indigenous Peoples in Popular Culture 3 IR

Crosslisted with: NAT 656; Double Numbered with: ANT 456

Contested images used by colonizers and other non-indigenous people to represent Native Americans and other indigenous peoples. How indigenous people represent themselves in a variety of media. Additional work required of graduate students.

ANT 657 Race in Latin America and the Caribbean 3 IR

Theoretical approaches to race; history of racial ideologies; how racial ideologies influence self-concepts and life chances; interactions of racial ideologies with expressive culture and religion; antiracism movements; state efforts to dismantle racial inequality; race and transnational migration.

ANT 659 Contemporary Native North American Issues 3 IR

Crosslisted with: NAT 659; Double Numbered with: ANT 459

Contemporary issues including federal Indian policy, population controls, fishing rights, religious freedom, land disputes, gaming, repatriation, environmental colonialism, and Native American artistic response. Additional work required of graduate students.

ANT 661 Museums and Native Americans 3 IR

Crosslisted with: NAT 661; Double Numbered with: ANT 461

The contested relationships among Native North Americans and museums from earliest contact until the present. Topics include: "salvage" ethnography, collecting practices, exhibition, and recent shifts in power. Additional work required of graduate students.

ANT 662 Culture and Reproductive Health and Medicine 3 IR

Crosslisted with: HTW 662; Double Numbered with: ANT 462

Cultural anthropological approaches to cross-cultural variations in reproductive practices (pregnancy, childbirth, infertility, etc.) Impact of globalization, biomedicalization, international development on reproduction and reproductive health. Medical anthropology and gender studies.

ANT 663 Global Health 3 IR

Crosslisted with: HTW 663; Double Numbered with: ANT 463

Global health in anthropological perspective. Examines how culture affects people's experience and response to morbidity and mortality. Considers topics like gender and health, reproductive health, infectious disease, health and inequality and health and war.

ANT 665 Medical Anthropology 3 IR

Double Numbered with: ANT 465

Critical aspects of health care delivery in the United States. Curing in primitive societies. Problems of introducing Western medicine to other cultures. Additional work required of graduate students.

ANT 666 Culture and Sexual Behavior 3 IR

Double Numbered with: ANT 466

Cross-cultural patterns of dating and courtship, sexuality, marriage, fertility, and divorce from biosocial and medical perspectives. Additional work required of graduate students.

ANT 667 Culture and Mental Disorders 3 IR

Double Numbered with: ANT 467

Theories portraying mental disorders as social roles Goffman, Szasz, Laing. Synthesis of social role and biogenetic theories performed and applied cross-culturally. Additional work required of graduate students.

ANT 668 Middle East in Anthropological Perspective 3 IR

Crosslisted with: IRP 668, MES 668; Double Numbered with: ANT 468

Anthropology of the social, cultural, geographical, and political realities of the Middle East. Additional work required of graduate students.

ANT 670 Experience Credit 1-6 S

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

ANT 672 Language, Culture, and Society 3 Y

Crosslisted with: LIN 672, WGS 672; Double Numbered with: ANT 472

Cross-cultural survey of the role of language in culture and society, including cognition and language usage along the dimensions of class, gender, race, ethnicity, and social status.

ANT 674 Culture and Folklore 3 IR

Crosslisted with: WGS 674; Double Numbered with: ANT 474

Ways in which folklore (oral and material traditions, including personal narratives), reflects key cultural ideas such as gender, ethnicity, and history. Analytical methods for examining folk traditions. Additional work required of graduate students.

PREREQ: ANT 376.

- ANT 675 Culture and Disputing 3 IR**
Double Numbered with: ANT 475
Explores modalities of disputing, dispute resolution, and conflict management in cross-cultural perspective. Decision making in meetings and organizations, negotiation, mediation, intercultural negotiation, and third party interventions. Ethnographic materials are drawn from many cultures. Additional work required of graduate students.
PREREQ: ANT 677/477.
- ANT 677 Culture and Conflict 3 IR**
Double Numbered with: ANT 477
An overview of conflict in cross-cultural perspective. Covers a variety of approaches to using cultural analysis in the study of conflict and reviews case studies of specific conflicts. Additional work required of graduate students.
- ANT 678 Language & Gender 3 IR**
Crosslisted with: WGS 678; Double Numbered with: ANT 478
The role of language in the construction of gender/sex, using works of linguistic anthropologists, sociolinguists, and feminists. Children's learning of gendered language; the intersection of gender, class, and language; gender and political economy.
- ANT 679 Anthropology of Global Transformations 3 IR**
Double Numbered with: ANT 479
Impact of global processes, including industrialization, capitalist expansion, transnational migration, environmental change, and international tourism on the daily lives of men and women in Third World contexts. Additional work required of graduate students.
- ANT 682 Life Histories/Narratives 3 IR**
Double Numbered with: ANT 482
Evaluation of personal narratives (fieldwork memoirs, reflexive writings), oral histories and testimonials of respondents, a means of personalizing ethnographic discourse, giving more direct voice to respondents, and increasing multivocality. Issues of reflexivity, subjectivity, authority. Additional work required of graduate students.
- ANT 683 Social Movement Theory 3 IR**
Double Numbered with: ANT 483
Theoretical approaches to analysis of social movements including Marxist and other Utopian traditions of social analysis, rational choice and resource mobilization models, new social movement theory, and Gramscian analysis of power and resistance. Additional work required of graduate students.
- ANT 684 Social Movement Research Methods 3 IR**
Double Numbered with: ANT 484
A range of research methodologies relevant to the study of social movements. Stimulates critical thinking about these methodologies' ethical implications. Students develop proposals for projects carried out the following semester.
- ANT 685 Social Movement Internship 3 IR**
Double Numbered with: ANT 485
A hands-on experience of the everyday challenges of social movement organizations, and to involve students in a project useful both to the organization and to the development of improved theory about social movements. Additional work required of graduate students.
PREREQ: ANT 683/483, ANT 684/484.
- ANT 689 Memory, Culture, Religion 3 IR**
Crosslisted with: REL 689
Collective memory and constructions of the past as cultural phenomena; the roles religious identities, values, and institutions play as individuals, communities, and nations recollect particular moments, eras, crises, and localities.
- ANT 690 Independent Study 1-6 S**
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R
- ANT 691 Critical Issues in the Study of Native Americans 3 IR**
Crosslisted with: REL 642
Methodological issues related to studies of indigenous traditions and develops interpretive strategies for using literature about Native American religions.
- ANT 694 Underground Railroad 3 SI**
Crosslisted with: AAS 634, HST 634; Double Numbered with: ANT 494
Myth and history of the Underground in the context of African American freedom efforts. Emphasis on events, personalities, and sites in upstate New York. Student field research and exploration of archival and Internet resources. Additional work required of graduate students.
- ANT 699 Writing Religions and Cultures: Ethnographic Practice 3 IR**
Crosslisted with: REL 699
A range of aims and strategies for writing ethnographies of religion in the multiple contexts of culture, history, and politics.
- ANT 700 Selected Topics 1-3 SI**
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R
- ANT 701 Seminar on Multilateral Peacekeeping 3 IR**
Crosslisted with: IRP 701
One-week intensive course in New York City between fall and spring semesters with follow-up sessions in Syracuse. Combination of peacekeeping theory, analysis, and practice of operations. Speakers from United Nations, nongovernmental organizations, and U.S. government.
- ANT 707 Culture in World Affairs 3 Y**
Crosslisted with: IRP 707, MES 707
A systematic survey of the ways in which local, organizational, and transnational issues in world affairs are affected by culture.
- ANT 711 Current Anthropological Theory 3 Y**
Theoretical issues of the past two decades. Includes feminism and anthropology. Reflexive and interpretive ethnography. Sociobiology versus culturology. Marxist anthropology.
PREREQ: ANT 611.
- ANT 713 Proposal Writing 3 SS**
Crosslisted with: CAS 713
A two-week workshop during which graduate students draft a proposal for dissertation or other research; includes extensive evaluation of ongoing drafts.
- ANT 741 Archaeological Theory 3 Y**
In-depth examination of contemporary theory in archaeology and application to archaeological research. While focusing on processual approach, the course will examine critical, post-processual, structural, and symbolic archaeology.
PREREQ: ANT 641.
- ANT 756 Development Anthropology 3 IR**
Provides students of public administration with an overview of the use of sociocultural analysis in international development policy, planning, project implementation, impact analysis, monitoring, and evaluation. Political and ethical issues regarding development professionalism.
- ANT 764 Gender and Globalization 3 IR**
Crosslisted with: GEO 764, WGS 764
The impact of the increasing hypermobility of capital and culture flows across borders on gender relations.
- ANT 781 Ethnographic Methods 3 IR**
Cultural anthropological research techniques. Participant observation, various types of interviewing, psychological testing devices, use of photographic and tape recording equipment, methods of recording field data, problems of developing rapport.
- ANT 800 Selected Topics 1-3 SI**
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R
- ANT 970 Experience Credit 1-6 S**
Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R
- ANT 990 Independent Study 1-6 S**
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R
- ANT 997 Masters Thesis 1-6 S**
R
- ANT 999 Dissertation 1-15 S**
R

Applied Statistics

STT 690 Independent Study 1-6

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

STT 750 Statistical Consulting 3 IR

Crosslisted with: MAT 750

Experience in working with real data taken from current projects in the statistical laboratory and from published papers. PREREQ: MAT 629. R

Arabic

ARB 620 Language Training in Preparation for Research Using Arabic 3

Language training to prepare students to conduct research in areas that require knowledge of Arabic. R3, 12 credits maximum

Bengali

BNG 620 Language Training in Preparation for Research Using Bengali 3

Language training to prepare students to conduct research in areas that require knowledge of Bengali. R3, 12 credits maximum

Biochemistry

BCM 630 Journal Club in Molecular Pharmacology & Structural Biology 1 Y

Double Numbered with: BCM 430

Critical evaluation of recent journal articles that focus on molecular pharmacology and/or structural biology. Students make at least one presentation per semester and participate in weekly discussion. Additional work required of graduate students. R1, 2 credits maximum

BCM 677 Preparation and Analysis of Proteins and Nucleic Acids 3 Y

Crosslisted with: CHE 677; Double Numbered with: BCM 477

Experimental methods for biologically synthesizing and chemically purifying macromolecules in order to analyze their structure and function, including: polymerase chain reaction; site-directed mutagenesis; Protein expression and purification; nucleic acid and protein electrophoresis. Additional work required of graduate students.

BCM 684 Biomolecular Modeling 3 Y

Double Numbered with: BCM 484

Experience in biomolecular modeling of proteins, nucleic acids, and drug candidates as practiced in biochemical research and technology. Connections with structural and physical principles will be emphasized. Additional work required of graduate students.

Biology

BIO 501 Biology of Cancer 3 Y

Classifications and model systems in cancer. Oncogenes; viral and chemical oncogenesis. Growth control, genetic and epigenetic changes, progression, invasion, metastasis, and tumor immunobiology. Cancer biochemistry, host-tumor interactions, chemotherapy, immunotherapy, and host-response modification. PREREQ: BIO 326, 327.

BIO 503 Developmental Biology 3 Y

Regulation of form and differentiation in eucaryotic organisms. Control of development at the molecular, cellular, and organismal levels. Experimental approaches to provide an understanding of developmental processes. PREREQ: BIO 326; COREQ: BIO 327.

BIO 544 Teaching of College Science 3 Y

Crosslisted with: SCI 544

Current approaches. Analysis of teaching methods, such as lectures, discussions, evaluation, use of institutional technology, individualized instruction. Supervised teaching experiences to aid self-improvement as a college science teacher.

BIO 565 Cellular Physiology 3 Y

A lecture course on basic problems of cell function, including energetics, membrane transport, contractility, and properties of excitable membranes. PREREQ: BIO 326, 327.

BIO 575 Biochemistry I 3 Y

Structure and function of nucleic acids and proteins. Protein isolation and characterization. Enzyme kinetics, mechanisms, and regulation. Principles and application of thermodynamic concepts to metabolism. DNA replication, transcription, and translation. PREREQ: CHE 275, 325.

BIO 576 Biochemistry II 3 Y

Continuation of Biochemistry I. Mechanisms, integration, and regulation of intermediary, autotrophic, nitrogen, and energy metabolism. Structure, function, and metabolism of carbohydrates, lipids, and proteins. Biogenesis and function of subcellular organelles. PREREQ: BIO 575.

BIO 607 Advanced Neuroscience 3 Y

Double Numbered with: BIO 407

Detailed analysis of the anatomy, physiology, and chemistry of the nervous system and behaviors that it mediates. Topics include: neurons and electrochemical properties of neurons, sensory and motor systems, homeostasis, sleep, consciousness, learning, and memory. PREREQ: BIO 211 OR PSY 223.

BIO 610 Graduate Research Laboratory 1-3 S

Work in research laboratories to acquire skills and techniques. R5, 6 credits maximum

BIO 615 Conservation Biology 3 Y

Double Numbered with: BIO 415

Considered from the standpoint of modern molecular, genetic, and population biology. Biodiversity, minimum viable populations, reserve design, genetic variation, applications of recombinant DNA technology, ex situ, care and ecosystem reconstruction. Additional work required of graduate students.

BIO 631 Population Genetics 3 O

Double Numbered with: BIO 431

Models of population growth, Hardy-Weinberg equilibrium, X-linkage and two loci, subdivision, inbreeding and finite populations, quantitative characters, selection, migration, mutation, the fundamental theorem, stochastic processes, and requisite mathematics. Computer programming is part of the laboratory requirement. Additional work required of graduate students. Prereq: BIO 345 and MAT 285 or 295; or permission of instructor. PREREQ: BIO 345, MAT 285 OR 295.

BIO 649 Evolutionary Developmental Biology 3 Y

Double Numbered with: BIO 449

How does development produce wings, fins, hands and heads? What goes wrong in development when disease occurs? Explore basic principles of animal development and the evolution of developmental diversity. Additional work required of graduate students. PREREQ: BIO 326.

BIO 651 Ecology 3 E

Double Numbered with: BIO 451

Integrated approach to animals and plants in their natural environments; evolutionary ecology and the ecology of populations, communities, and ecosystems. Aspects of applied ecology: pollution and human population growth. Additional work required of graduate students. PREREQ: BIO 345.

BIO 662 Molecular Genetics 3 Y

Double Numbered with: BIO 462

Applications of recombinant DNA methodology to the study of gene function. Mechanism regulating protein function and gene expression. Overview of the molecular causes of spontaneous and inherited diseases. Introduction to genomic and proteomic methods. Additional work required of graduate students. PREREQ: BIO 326, 327.

BIO 663 Molecular Biotechnology 4 Y

Double Numbered with: BIO 463

Introduction to the molecular and genetic principles and processes involved in biotechnology. Labs will cover many of the methods routinely used in biotechnology labs. Additional work required of graduate students. PREREQ: BIO 326, 327.

BIO 664 Applied Biotechnology 4 Y
Double Numbered with: BIO 464
Introduction to the scientific background necessary for applying tools of biotechnology for improvement of animal and human health, agriculture and environment. Labs will cover methods used in biotech industry and academia. Additional work required of graduate students.
PREREQ: BIO 326, 327.

BIO 665 Molecular Biology Laboratory 3 Y
Double Numbered with: BIO 465
Basic experimental techniques: isolation of DNA, restriction endonuclease cleavage of DNA, cloning of DNA, isolation of clones from DNA libraries, in vitro mutagenesis and other techniques to manipulate nucleic acids. Additional work required of graduate students.
PREREQ: BIO 326, 327.

BIO 675 Biochemistry Laboratory 4 Y
Double Numbered with: BIO 475
Experiments on amino acids, proteins, enzymes, fatty acids and nucleic acids, illustrating modern biochemical techniques applied to the chemistry of living cells. Titrations; electrophoresis; gel filtration; kinetics; spectrophotometric assays; cellular fractionation and analysis. Additional work required of graduate students.
PREREQ: BIO 326, 327; COREQ: 575.

BIO 688 Biological Literature 1-3 S
Lectures and library problems designed to acquaint student with reference sources. Technique of searching scientific literature and preparation of reports using such reference material. Also open to seniors. R

BIO 690 Independent Study 1-6 S
In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

BIO 782 Graduate Seminar: Organelles and Membranes 0-2 IR
Selected topics dealing with the structure and function of organelles and intracellular membranes. Students review, critically evaluate, and summarize recent literature on given topics. Summaries are presented and discussed in class. R

BIO 784 Gene Expression II 0-2 IR
Selected topics dealing with regulation of RNA processing and subsequent post-transcriptional events. Students review, critically evaluate, and summarize recent literature on given topics. The summaries are presented and discussed in class. R

BIO 787 Graduate Seminar in Functional Genomics 0-2 IR
Students review, critically evaluate, and present various topics related to genomic methods used for analysis of biological processes in a variety of model organisms. R1, 2 credits maximum

BIO 791 Graduate Seminar in Species Interactions 0-2 IR
Selected topics dealing with ecological and evolutionary perspectives of species interactions. Students review, critically evaluate, and summarize recent literature on given topics. The summaries are presented and discussed in class. R

BIO 792 Animal Ecology & Behavior 0-3 IR
Students review, critically evaluate, and summarize recent literature on given topics. The summaries are presented and discussed in class. R

BIO 793 Plant Ecology 0-2 IR
Students review, critically evaluate, and summarize recent literature on given topics. The summaries are presented and discussed in class. R

BIO 795 Speciation 0-2 IR
Students review, critically evaluate, and summarize recent literature on given topics. The summaries are presented and discussed in class. R

BIO 797 Seminar: Topics in Evolution 0-2 Y
Sexual selection and conflict, parental care, social evolution, speciation, morphological evolution. Critically evaluate and discuss recent historical and classical literature on the given topics. R

BIO 997 Masters Thesis 1-6 S
R

BIO 999 Dissertation 1-15 S
R

Chemistry

CHE 546 Molecular Spectroscopy and Structure 1-9 Y
For the nonspecialist. Three topics each semester, chosen from the list below. Students may register for one, two, or three modules. 546M Atomic Spectroscopy and Angular Momentum 1; 546M Laser Chemistry and Spectroscopy 1; 546M Symmetry and Group Theory 1; 546M Electronic Spectroscopy 1; 546M Nuclear Magnetic Resonance Spectroscopy 1; 546M Vibrational Spectroscopy 1; 546M Laser Applications of Molecular Spectroscopy 1
PREREQ: CHE 356. R5, 12 credits maximum

CHE 575 Organic Spectroscopy 3 Y
Use of mass spectrometry and infrared, ultraviolet-visible, and nuclear magnetic resonance spectroscopy.
PREREQ: CHE 325, CHE 326.

CHE 611 Inorganic Chemistry 3 Y
Double Numbered with: CHE 411
Descriptive and structural inorganic chemistry and underlying principles.
PREREQ: CHE 326 OR BIO 375.

CHE 612 Metals in Medicine 3 Y
Double Numbered with: CHE 412
Bonding, stereochemistry, and properties of metallo-drugs and diagnostic agents. Topics include platinum compounds for treating cancer, gadolinium and technetium in biomedical imaging, and porphyrins in photodynamic therapy. Additional work required of graduate students.

CHE 615 Main Group Chemistry 3 O
The s- and p-block elements and their compounds, chemical properties, reactivity, structure, function, and applications. Organometallic, coordination chemistry and solid state aspects of main group inorganic chemistry employing physical methods to investigate observed trends.

CHE 616 Solid State Chemistry 3 O
The description and understanding of extended chemical structures, phase diagrams, and the interplay of chemical-bonding-structure. Symmetry and other factors governing the structures and physical properties of solid state materials.

CHE 622 Inorganic Laboratory Technique 1 Y
Double Numbered with: CHE 422
Basic experimental techniques used in inorganic chemistry.
PREREQ: CHE 611.

CHE 624 Advances in Inorganic Chemistry 1 IR
Recent advances in inorganic chemistry will be presented and discussed. Individual topics for the various modules of the course will be taught by experts in the field and will vary from year to year. Modular titles are: 624M Inorganic Chemistry of Main Group Elements 624M Materials Chemistry/Nanoscience and Nanotechnology 624M Biomedical Applications in Inorganic Chemistry 624M Organometallic and Main Group Chemistry R2, 3 credits maximum

CHE 625 Crystallography 3 E
Modern methods of structure determination using x-ray crystallography. Symmetry and space groups will be developed, the mathematical foundation of practical crystallography. Model structures will be determined.

CHE 626 Organometallic Chemistry 3 E
Topics in current organometallic and organotransition metal chemistry emphasizing structure, bonding, properties, reactions, and reaction mechanisms of organometallic species including stoichiometric and catalytic reagents in asymmetric and related pathways.

CHE 627 Intermediate Organic Chemistry 3 Y
Double Numbered with: CHE 427
Stereochemistry, photochemistry, natural products, and chemistry of reactive intermediate and retrosynthetic analysis and design. For Chemistry majors interested in organic specialization and graduate students wishing to strengthen fundamental concepts.

CHE 634 Advanced Chemical Instrumentation and Analytical Techniques 3 O

Fundamentals of instrumentation, spectral data analysis, chemometrics, and analytical applications in various areas of molecular spectroscopy such as ultraviolet-visible absorption and fluorescence, electronic and vibrational circular dichroism, surface laser spectroscopy, and laser Raman scattering.

CHE 636 Advanced Physical Chemistry 3 Y

Double Numbered with: CHE 436
Applications of thermodynamics and quantum mechanics to chemical bonding, molecular properties, chemical kinetics, structure of matter, spectroscopy.

CHE 637 Chemistry at the Interface: Biomaterials, Bioorganic & Bioinorganic Chemistry 1 Y

Contemporary topics in chemistry as applied to life sciences, with three one-credit sections on biomaterials, bioorganic, and bioinorganic chemistry. Emphasis on recent original research journal publications, as well as on unsolved problems in chemistry and biology. 637M Biomaterials 637M Bioorganic Chemistry 637M Bioinorganic Chemistry R2, 3 credits maximum

CHE 645 Quantum Mechanics in Chemistry 3 Y

The fundamentals of quantum mechanics with application to simple systems, complex atoms, and molecules.

CHE 655 Quantum Chemistry & Advanced Quantum Mechanics 3 S/

Fundamentals of quantum chemistry, molecular bonding (e.g., MO-SCF, C.I.), time-dependent phenomena, scattering, density matrices.
PREREQ: CHE 645.

CHE 656 Chemical Thermodynamics 3

Phenomenological approach. Chemical equilibria and solution behavior. Principles of molecular thermodynamics introduced.

CHE 666 Statistical Mechanics 3 E

Quantum-statistical treatment in terms of canonical and grand canonical ensembles of systems of noninteracting and interacting particles. Chemical applications of statistical thermodynamics, elementary theory of transportation processes, fluctuations, and irreversible processes.

CHE 674 Structural and Physical Biochemistry 3 Y

Double Numbered with: CHE 474
Thermodynamics, kinetics, and bonding associated with biological molecules. The course also utilizes computerbased molecular modeling tools for analyzing the structures of drugs, proteins, and nucleic acids. Additional work required of graduate students.

CHE 675 Advanced Organic Chemistry 3 Y

Structure and stereochemistry, chirality, conformational analysis. Molecular orbital theories and applications to organic chemistry. Aromaticity. Introduction to organic mechanisms. Methods of deciphering organic mechanisms.

CHE 676 Introduction to Organic Synthesis: Methodology 3 Y

Functional group transformations and carbon-carbon bond-forming reactions. Basic design strategies and advanced synthetic techniques including protection and functional group equivalency.

CHE 677 Preparation and Analysis of Proteins and Nucleic Acids 3 Y

Crosslisted with: BCM 677; Double Numbered with: CHE 477

Experimental methods for biologically synthesizing and chemically purifying macromolecules in order to analyze their structure and function, including: polymerase chain reaction; site-directed mutagenesis; Protein expression and purification; nucleic acid and protein electrophoresis. Additional work required of graduate students.

CHE 685 Organic Mechanisms 3 Y

Ionic mechanisms: displacements, addition eliminations, arrangements. Catalysis. Free radical mechanisms. Molecular mechanisms, including applications of orbital symmetry and frontier molecular orbital theory to organic reactions.

CHE 686 Advanced Organic Synthesis: Design 3 Y

The design, planning, and execution of multi-step organic syntheses. Asymmetric, enzymatic, and solid phase synthetic methods. Retrosynthetic analysis and combinatorial techniques.

CHE 690 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

CHE 997 Masters Thesis 1-15 S

R

CHE 999 Doctoral Dissertation 1-15 S

R

Chinese

CHI 620 Language Training in Preparation for Research Using Chinese 3

Language training to prepare students to conduct research in areas that require knowledge of Chinese. R3, 12 credits maximum

College Of Arts And Sciences

CAS 611 Living in a Global Environment 1 Y

Double Numbered with: CAS 411
Analysis of practical and theoretical components in living and interacting with people of different countries and cultures. Additional work required of graduate students.

CAS 713 Proposal Writing 3 Y

Crosslisted with: ANT 713
A two-week workshop during which graduate students draft a proposal for dissertation or other research; includes extensive evaluation of ongoing drafts.

Communication Sciences And Disorders

CSD 609 Cognitive Neuroscience of Speech and Language 3 Y

Double Numbered with: CSD 409
Neuroanatomical and neurophysiological aspects of speech and language. Role of central and peripheral nervous system in normal speech and language activities. Additional work required of graduate students.

CSD 611 Motor Speech Disorders 3 Y

Neuroanatomy, neurophysiology of brain motor systems. Characteristics of the dysarthrias and apraxia in children and adults due to congenital or acquired etiologies, including degenerative diseases. Application of basic principles of motor learning.
PREREQ: CSD 315 OR CSD 615.

CSD 612 Genetics, Cleft Palate and Craniofacial Disorders 3 Y

Genetic bases of craniofacial disorders, cleft palate and other disorders. Basic molecular and clinical genetics. Communicative disorders related to cleft palate and other craniofacial disorders. Anatomy, physiology, craniofacial embryology. Characteristics, diagnosis, treatment of cleft palate.
PREREQ: CSD 315.

CSD 615 Anatomy and Physiology of the Speech and Hearing Mechanisms 3 Y

Double Numbered with: CSD 315
Structure and function of the skeletal, neurological, and muscular systems involved in breathing, phonation, resonance, articulation, and hearing. Additional work is required of graduate students.

CSD 616 Introduction to Applied Phonetics 3 Y

Double Numbered with: CSD 316
Anatomical structures and processes involved in speech production. Phonetic transcription of speech of adults, normally developing children, and children with speech disorders. Acoustic phonetics, phonology, and dialects.

CSD 618 Dysphagia 3 Y

Anatomy and physiology of normal and disordered swallowing. Description of swallowing disorders associated with numerous medical conditions. Assessment and treatment of swallowing disorders in adults and children..
PREREQ: CSD 609, 615.

CSD 622 Development of Speech and Language 3 Y

Double Numbered with: CSD 422

Theories and research on children's acquisition of communication, syntax, semantics, pragmatics, morphology, and phonology. Relationships between oral and written language skills in comprehension and production processing; individual differences; cognitive, social, biological, familial, and cultural influences. Additional work required of graduate students.

CSD 623 Language Disorders of Early Childhood 3 Y

Assessment and intervention strategies for birth to 5 years in home, clinic, and school. Presymbolic communication, precursors to written language, individual/ cultural differences, social, cognitive, familial, community factors; specific language impairment, pervasive developmental disorders, cognitive impairments.

CSD 625 Stuttering 3 Y

Double Numbered with: CSD 425

Theories of onset, development, and maintenance of disfluent speech; differentiation of normal vs. stuttered disfluencies; approaches to assessment and intervention across age range, settings, and severity levels; familial considerations, counseling, and environmental modifications; individualizing intervention. Additional work required of graduate students.

CSD 627 Articulation Disorders 3 Y

Double Numbered with: CSD 427

Overview of normal articulation and development. Characteristics and description of articulation disorders. Incidence, etiology, related factors. Differences versus disorders. Principles of assessment, types of diagnostic instruments. Elements involved in therapy, various approaches to remediation. Additional work required of graduate students. PREREQ: CSD 616.

CSD 629 Basic Clinical Audiology 3 Y

Double Numbered with: CSD 429

Fundamentals of psychophysics of audition, anatomy, and physiology of the auditory mechanism. Disorders of hearing. Pure tone and speech audiometry. Differential diagnosis. Special procedures for children. Public school audiometry. Auditory rehabilitation. Additional work required of graduate students.

CSD 636 Cultural and Linguistic Issues in Communication Sciences and Disorders 3 Y

Double Numbered with: CSD 436

Communication Sciences and Disorders 3 Discussion of linguistic and cultural variation and comparisons of language acquisition and child socialization across cultures. The assessment and treatment of communication disorders in individuals from culturally and linguistically diverse groups. Additional work required of graduate students.

CSD 637 Instrumentation for Speech and Hearing 3 Y

Use of instrumentation and its callibration in clinical settings and in research. Brief introduction to electronics.

CSD 638 Clinical Phonology 3 Y

Overview of principles and concepts of phonology; applications of various theories of phonology in clinical settings. Focus on both assessment and treatment of phonological disorders. Practice with formal and informal phonological analysis procedures. PREREQ: CSD 616, 627.

CSD 639 Technology and Rehabilitation for Hearing Loss 3 O

Double Numbered with: CSD 439

Cochlear implants, hearing aids and other assistive devices and technologies used for intervention in adults and children with hearing loss. Approaches to aural rehabilitation. Additional work required of graduate students. PREREQ: CSD 325, 429 OR 629.

CSD 645 Speech Science 3 Y

Past and present research and theory in speech science. Current models and theories used to explain articulatory, perceptual, and respiratory events related to speech. Demonstrations and laboratory experiences using some of the equipment, measurements, and methods used by speech scientists. Laboratory required.

CSD 646 Augmentative and Alternative Communication Systems 3 SS

Double Numbered with: CSD 446

Philosophical, theoretical, and practical issues in enhancing communication for individuals with severe disabilities. Assistive technologies, identification and evaluation of systems to meet needs of children and adults. Teaching system use in family, school, community settings. Additional work required of graduate students.

CSD 649 Early Assessment and Intervention with Hearing-Impaired Children 3 Y

Double Numbered with: CSD 449

Development of auditory system; review of diagnosis of childhood hearing impairment; counseling parents of hearing-impaired children; language development of the hearing-impaired; amplification and cochlear implants. Additional work required of graduate students. PREREQ: CSD 629.

CSD 650 Clinical Classroom Practicum 0-4 S

Supervised practicum in clinic, hospital, early intervention, or school setting. Includes planning, staffing, implementation, modification, and outcomes assessment of evaluation and intervention procedures with clients and their families; professional issues addressed in regular seminar meetings. R

CSD 651 Clinical Methods in Speech-Language Pathology 3 Y

Double Numbered with: CSD 451

Principles of professional practice in home, clinic, hospital, and school settings; assessment, remediation, and treatment efficacy; learning processor and motivation; data analysis; behavioral management; multicultural issues; counseling; professional oral and written communication; ethics; professional organizations. Must be matriculated in communication sciences and disorders. Additional work required of graduate students.

CSD 657 Voice Disorders 3 Y

Characteristics, assessment and treatment of voice disorders in adults and children. Anatomy and physiology of the vocal mechanism, functional, organic and neurological dysphonias, resonance disorders and laryngectomy. PREREQ: CSD 615, 645.

CSD 658 Auditory Anatomy and Physiology 3 Y

Anatomy and physiology of outer, middle, and inner ear; central auditory mechanisms in normal systems. Underlying systems and signals theory will be used to explain response measurement techniques and auditory response analysis. PREREQ: CSD 615.

CSD 659 Introduction to Research in Audiology and Speech Language Pathology 1 Y

Guided instruction on how to critically read a research article, how to effectively search the literature and libraries for original sources; provide a forum for peer discussion of research articles.

CSD 661 Advanced Clinical Audiology 3 Y

Rationale and development of clinical tests of auditory function. Pure tone and speech audiometry, masking, acoustic impedance, special auditory tests, and calibration. PREREQ: CSD 429/629.

CSD 662 Pediatric Audiology 3 Y

Developmental anatomy and physiology of the auditory mechanism. Causes and characteristics of childhood auditory disorders. Behavioral and nonbehavioral techniques for auditory assessment. Rehabilitation and counseling of hearing-impaired children. PREREQ: CSD 429/629.

CSD 663 Evoked Response I 3 Y

Principles of evoked response measurement and techniques; focus on the auditory brainstem response and compound action potential in individuals with normal hearing and hearing loss. PREREQ: CSD 661, 658.

CSD 664 Evoked Response II 3 Y

Otoacoustic emissions in individuals with normal hearing and hearing loss. Middle and longlatency endogeneous and exogeneous electrical potentials in individuals with normal and impaired hearing. PREREQ: CSD 663.

CSD 665 Medical Audiology 3 Y

Anatomical and physiological defects that characterize disorders of the middle ear, inner ear, auditory nerve, and central auditory nervous system. Psychoacoustic manifestations of auditory lesions. Familiarization with medical and surgical treatment of otologic disorders.
PREREQ: CSD 429/629.

CSD 666 Speech Perception & Acoustics 3 Y

Auditory perception and the psychological correlates of the physical aspects of sound, acoustic phonetics, speech perception in normal-hearing and hearing-impaired individuals.
PREREQ: CSD 325.

CSD 667 Rehabilitative Audiology 3 Y

Demographics of hearing impairment; speech perception of hearing-impaired people; principles of amplification and other sensory prostheses; manual communication; speech reading; hearing handicap scales; psychosocial aspects of hearing impairment; special needs of the geriatric client.
PREREQ: CSD 429/629.

CSD 668 Cerumen Management 1 Y

Ear canal examination, cerumen and the canal secretory system, cerumen management, audiometric and immittance data, contraindications.

CSD 673 Hearing Aids I 3 Y

Historical development of hearing aids, electroacoustic measurements of hearing aids, compression technology and ear mold acoustics.
PREREQ: CSD 429/629 OR COREQ: CSD 661.

CSD 674 Hearing Aids II 3 Y

Strategies used to select and fit amplification for hearing impaired children and adults, subjective measure, monaural and binaural effects, and troubleshooting.
PREREQ: CSD 673.

CSD 675 Auditory Processing Disorders 3 Y

Focus on the identification and diagnosis of Central Auditory Processing Disorders through the use of case history/questionnaires, speech audiometric tests, non-verbal tests and electrophysiological measures.

CSD 677 Speech-Language Pathology in School Settings 3 Y

Double Numbered with: CSD 477
Historical, legislative, administrative aspects of speech-language pathology school programming. Services delivery models; classroom management; collaborative assessment; and teaching, adapting, and implementing IEPs; social, cultural, linguistic, family, and community factors; rights and responsibilities in programming. Additional work required of graduate students.
PREREQ: CSD 422/622.

CSD 723 Assessment of Children's Language 3 Y

Formal and informal assessment procedures for syntactic, semantic, and pragmatic aspects of oral and written language; computerized analysis of language samples; cognitive, social, familial, educational, psychometric, and multicultural factors in test interpretation and treatment efficacy.
PREREQ: CSD 422/622.

CSD 725 Neuropathologies of Language 3 Y

Characteristics, diagnosis, and treatment of aphasia. Other communicative disorders: confused language, language of generalized intellectual impairment, dysarthria, and apraxia. Neuroanatomy, neurophysiology, historical trends, nature of aphasia, diagnosis and treatment.
PREREQ: CSD 315 OR 615.

CSD 731 Language Disorders in School-Age Children 3 Y

Theory and research in oral and written language processing interventions. Curriculum-based assessment; intervention strategies for children and adolescents with language/learning disabilities. Compensatory strategies, environmental adaptations, cultural considerations, behavioral and pharmacological management, motivation, social skills instruction. Background in normal language acquisition and assessment procedures required.

CSD 743 Phonological Assessment 3 IR

Recent approaches; disordered phonology. Practice with phonemic analysis, canonical forms, phonological rules and processes, etc. Methodological considerations and therapeutic applications.

CSD 750 Seminars in Speech-Language Pathology 3 SI

Special topics in speech and language development and disorders, such as pragmatic development in children, stuttering, organic disorders, and recent advances in assessment and management of speech and language disorders. R

CSD 760 Directed Research 1 S

Supervised laboratory experience in conducting research in the speech and hearing sciences. Permission of instructor. R1, 2 credits maximum

CSD 780 Seminar in Audiology 3-9 SI

Special topics, such as special auditory tests, evaluation of special populations, new clinical procedures, and professional issues. R

CSD 781 Industrial Audiology and Hearing Conservation 2 IR

Physiological, medical, and legal aspects of industrial audiology. Concomitant psychological and social ramifications. Current preventive and rehabilitative techniques.
PREREQ: CSD 429 OR CSD 629.

CSD 783 Cochlear Implants 3 Y

Physiology underlying electrical stimulation of the auditory system and perceptual attributes, signal processing of various implant devices, principles of mapping implants, and rehabilitation of cochlear implant recipients.

CSD 785 Professional Issues in Audiology 2 Y

Ethics, licensure, credentialing, multicultural, and other current issues in audiology.

CSD 787 Vestibular Assessment and Management 3 O

Anatomy and physiology of peripheral and central vestibular system; assessment of normal and impaired individuals with focus on electronystagmography; vestibular and balance disorders; rehabilitation techniques.
PREREQ: CSD 663.

CSD 788 Pharmacology in Audiology 2 Y

Pharmacology as it relates to the practice of Audiology. Basic concepts, biochemical basis for hearing, ototoxic and vestibulotoxic agents, patient management, FDA policies, and hair cell regeneration will be covered.

CSD 798 Current Research in Audiology and Speech Pathology 3 Y

Objective evaluation of current research in audiology and speech pathology. Opportunities to gain multiple experiences synthesizing and presenting published research data. Exposure to the research process through independent investigations.

CSD 799 Independent Research in Speech Pathology or Audiology 3-9 S

Specific problems in normal or disordered processes in speech, language, or auditory systems. R2, 9 credits maximum

CSD 996 Internship in Audiology 0-8 S

Supervised internship in a clinic, hospital and rehabilitation center, or school setting with an accredited audiologist. Variable length experience, earn V-grade until complete, leading to a letter grade. Must be in good standing in the audiology program and with permission of audiology clinic director.

CSD 998 Individual Research in Speech Pathology or Audiology 3-15 S**Composition And Cultural Rhetoric****CCR 611 Composition Histories/Theories 3 E**

Examines the histories of composition studies. Analyzes the institutional, political and social forces influencing the theories and practices of composition.

CCR 620 Graduate Readings 1-4 S

R3, 4 credits maximum

CCR 631 Contemporary Rhetorics 3 E

Surveys and situates histories and theories of contemporary rhetorical studies. Examines difference and power as rhetoric is practiced across cultures and publics.

CCR 632 Studies in Writing Pedagogy 3 E
Explores research, theory, politics, and practices of writing pedagogies and curricula. Focuses on historical and institutional contexts, theories of language use, questions of difference, and controversies.

CCR 633 Writing, Rhetorics and Technologies 3 Y
Explores histories of and recent developments in communication and information technologies, particularly their rhetorical, cultural, and pedagogical implications

CCR 634 Ancient Rhetorics 3 E
Surveys and situates ancient rhetorics in their social, political and global contexts. Introduces rhetorical historiography.

CCR 635 Advanced Research Practices 3 E
Surveys research methods and methodologies. Focuses on reading research rhetorically, crafting researchable questions, and designing research studies.

CCR 636 Feminist Rhetoric(s) 3 E
Crosslisted with: CRS 636, WGS 636
Feminist rhetoric from both a historical and global context, utilizing both primary and secondary readings in order to gain a sense of breadth and depth in the field of feminist rhetoric. Additional work required of graduate students.

CCR 638 Advanced Creative Nonfiction 3 IR
Advanced theory and practice of writing interdisciplinary nonfiction in historical, political, cultural, and ethical contexts. Produces creative nonfiction as modes of intellectual inquiry and as scholarship within academic disciplines. Additional work required of graduate students.

CCR 651 Language and Literacy 3 IR
Language and literacy viewed from cognitive, social, historical, political, compositionist, and literary perspectives. Institutional practices of literacy and the role of language and literacy in identity construction. Language variation, language protectionism, and pluralistic cultural literacy.

CCR 711 Advanced Theories and Philosophies of Rhetoric 3 E
Current issues in rhetorical theory and its application to the study of writing and written discourses. Emphasizes definitions and functions of theory, the formation of debates and controversies, relations of theory to practice.

CCR 712 Advanced Theories and Philosophies of Composition 3 O
Current theories and major theorists in composition studies. Formulating critical problems that organize debate. Definition and functions of theory, relations to practice, rhetorical processes of scholarship.
PREREQ: CCR 601, 611.

CCR 732 Advanced Studies in Writing Curriculum and Pedagogy 3 E
Explores contemporary controversies and debates in writing pedagogy and curricula. Considers language, power and difference, interdisciplinarity and the transnational.

CCR 733 Rhetoric, Composition, and the Digital Humanities 3 SI
Examines specific topics emerging from developments in writing and technology. Places these developments in rhetorical, disciplinary, interdisciplinary, and sociocultural contexts. First offered in Spring 2011

CCR 744 African American Rhetorics 3 E
Crosslisted with: CRS 744
Surveys African American discourse and its relationship to equality, resistance and participation. Examines philosophical concepts, political issues, discursive characteristics, traditions, theories, and histories of African American Rhetoric

CCR 745 Writing Program Administration 3 E
Studies the strategies, functions, structures, politics and practices of administering writing programs, writing centers, and writing across the curriculum programs in varied institutional contexts.

CCR 746 Queer Rhetorics 3 E
Crosslisted with: CRS 746, QSX 746, WGS 746
Explores contemporary queer scholarship and activism from a rhetorical perspective. Analyzes purposes, arguments, tropes, figures, exigencies, modes of delivery, and audiences in historical and transnational contexts

CCR 747 Authorship Studies 3 O
Investigates the social, historical and economic constructions of the author figure. Focuses on publication as a social phenomenon and the effects of print and digital literacy revolutions on text, author, reader, and literacy.

CCR 751 Social History of Rhetoric 3 O
Integrates study of historiography and cultural rhetoric. Investigates historical rhetorical practices, their construction and functions in social life, their documentation through archival research. Includes wide range of cultural and textual forms.

CCR 760 Advanced Studies in Composition & Cultural Rhetoric: Selected Topics 3 Y
Seminar on topics in composition or cultural rhetoric. R

CCR 820 Advanced Graduate Readings 1-4 IR
R3, 4 credits maximum

CCR 887 Doctoral Readings 1-3 Y
Advanced readings and seminar discussion in preparation for doctoral qualifying examination.

CCR 999 Dissertation 1-15 IR
R14, 15 credits maximum

Dutch

DUT 600 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

Earth Sciences

EAR 510 Paleolimnology 3 IR
The records of environmental change contained within lake sediments. Basic background in limnology followed by field/laboratory research projects and presentations. Upper division undergraduate science majors.

EAR 517 Sedimentary Processes and Systems 4 Y
Ancient sedimentary rocks and their modern analogs. Physical and chemical aspects of sedimentation and diagenesis. Lecture, laboratory, and field trips.
PREREQ: EAR 314.

EAR 541 Hydrogeology 3 Y
Fundamentals of groundwater hydraulics. Aquifer flow systems analysis and evaluation. Groundwater-surfacewater relationships. Groundwater chemistry.
PREREQ: EAR 101, MAT 296, PHY 212.

EAR 542 Geomorphology 3 SI
Double Numbered with: EAR 342
Landscape formation and evolution as a function of hydrogeologic, glacial, eolian, and tectonic processes acting on earth materials. Lecture, labs, and field trips, including some weekends.

EAR 544 Quaternary Envr&Climte Chng 3

EAR 545 Global Change:Geologic Record 3 Y
Double Numbered with: EAR 345
Scientific evidence for anthropogenically induced environmental changes including global warming and its potential future impacts. Analysis of the near geologic record for evidence of pre-historic natural changes in the global environment and implications for future change.

EAR 555 Environmental Geophysics 3 SI
Comprehensive introduction to the geophysical methods used for exploring the shallow subsurface, and their application to problems in environmental geology.
PREREQ: PHY 211, 212, MAT 295, 296.

EAR 590 Independent Study 1-3 SI
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

EAR 604 Advanced Structural Geology 3 E

Double Numbered with: EAR 404
Selected topics in structural geology and tectonics focusing on the mechanics and kinematics of lithospheric deformation. Fundamentals of stress, strain, brittle and ductile deformation, microstructures and rheology. Additional work required of graduate students
PREREQ: EAR 314 AND EAR 333.

EAR 617 Geochemistry 3 SI

Double Numbered with: EAR 417
Chemistry of earth processes, including basic thermodynamics, solution chemistry, isotopic chemistry, and kinetics; magmatic crystallization, isotope fractionation, formation of carbonate and evaporitic sediment, ion exchange in clays, and Cosmochemistry.
PREREQ: EAR 314, CHE 107, 117.

EAR 619 Environmental Aqueous Geochemistry 3 O

Double Numbered with: EAR 419
Fundamentals of aqueous geochemistry in ground water and surface water in the context of carbonate and silicate dissolution, reactions governing metal oxidation and reduction, mixing of waters and isotopic characterization. One year of college chemistry required. Additional work required of graduate students. R1, 6 credits maximum

EAR 620 Contaminant Hydrogeology 3 O

Double Numbered with: EAR 420
Fundamentals of solute transport, major classes of groundwater contamination, remediation strategies, natural attenuation characterization, fingerprinting of contaminant types. One year of college chemistry, one course in physics or hydrology, one course in calculus. Additional work required of graduate students.

EAR 624 Paleocology 3 E

Principles and applications of paleocology, using examples from both marine and terrestrial ecosystems. Analysis of fossil communities. Ecology of mass extinctions. Functional morphology. Predator- prey relationships. Effects of climate/environmental change on ecosystems and species. Discussion oriented combination of lecture, lab, and field trips.
PREREQ: EAR 325.

EAR 629 Topics in Paleobiology 3 E

Double Numbered with: EAR 429
Current research in paleobiology with a topical focus. Subjects might include macroevolution, evolutionary paleoecology, extinctions and radiations, stratigraphic paleontology, etc.
EAR 429 by permission of instructor.
Additional work required of graduate students.
PREREQ: EAR 325. R1, 6 credits maximum

EAR 630 Topics in Thermochemistry & Tectonics 2 SI

Double Numbered with: EAR 430
Seminar will focus on research topics in thermochemistry and tectonics from current literature. Additional work required of graduate students.
PREREQ: EAR 431 OR 631, 444 OR 644.
R3, 8 credits maximum

EAR 631 Plate Tectonics 3 SI

Double Numbered with: EAR 431
Tectonic development of the earth; definition of plates, their boundaries, motions, and driving forces. Analysis and modeling of plate motions. Additional work required of graduate students. Prereq for GOL 431: GOL 333; prereq for GOL 631: GOL 333, MAT 296, PHY 212, CIS/ NAS 197 or equivalent.
PREREQ: EAR 333, PHY 212.

EAR 632 Seafloor Spreading and Oceanic Lithosphere 3

Double Numbered with: EAR 432
An investigation of the products and processes of seafloor spreading from the perspective of geological and geophysical studies of mid-ocean ridge spreading centers, oceanic lithosphere and ophiolite complexes. Additional work required of graduate students.
PREREQ: EAR 333.

EAR 635 Geophysics 3 SI

Double Numbered with: EAR 435
Fundamental geophysical parameters; seismology and earth structure; gravity and magnetic fields with application of potential theory; terrestrial rotation and shape; heat flow, thermal state, and evolution of the earth. Additional work required of graduate students.

EAR 640 Watershed Hydrology 3 Y

Double Numbered with: EAR 440
Focus on physical hydrology at the catchment scale, including water budgets, precipitation, evaporation, surface runoff, groundwater flow and connections to biogeochemistry. Understanding hydrologic concepts and acquiring and analyzing hydrologic data. Additional work required of graduate students.
R2, 3 credits maximum

EAR 644 Thermochemistry 3 E

Double Numbered with: EAR 444
Methods used in Earth Sciences to determine temperature-time histories of crustal terranes including $^{40}\text{Ar}/^{39}\text{Ar}$, fission track, and U-Th/He techniques. Diffusion theory and applications of thermochemistry to tectonics and landscape evolution, P-T-t paths of crustal terranes. Additional work required of graduate students.
PREREQ: EAR 418.

EAR 655 Geochemical Patterns in the History of Earth and Life 3 O

Double Numbered with: EAR 455
Insights gained from the geochemistry of fossils and sedimentary sequences into the history of the earth's surface. Emphasis on relationships between the biological world and the physical environment as revealed through stable and radiogenic isotopes and elemental chemistry. EAR 455 by permission of instructor. EAR 377 recommended. Additional work required of graduate students.
PREREQ: EAR 325.

EAR 660 Advanced Hydrologic Field Methods 3 O

Hands-on experience using current instrumentation and measurement techniques in hydrology. Emphasizing fundamental theory governing application, demonstrations of application from the literature and field experiments.
PREREQ: EAR 640.

EAR 665 Groundwater Modeling 3 E

Fundamentals of groundwater and solute movement in the subsurface and how these processes are simulated by numerical finite-difference models. Topics include conceptual model development, boundary conditions, calibration and sensitivity analysis.
PREREQ: EAR 640.

EAR 670 Experience Credit 1-6 S

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. Prereq: permission, in advance, of assigned instructor, department chair, or dean. R

EAR 678 Isotope Geology 3 SI

Double Numbered with: EAR 478
Isotope geochemistry is used in all branches of earth sciences. This course covers the following topics: Radioactive decay, Rb-Sr, Sm-Nd, and Lu-Hf isotope geochemistry; U-Pb geochronology, ^{14}C dating; O, H, and C isotope geochemistry. Additional work required of graduate students.
PREREQ: EAR 417 OR 617.

EAR 683 Departmental Colloquium 1 S

Double Numbered with: EAR 478
Students attend the Department of Earth Sciences colloquium lectures and write up summaries of a subset of talks. Provides exposure to current research in a wide array of Earth Science disciplines. Additional work required of graduate students. R2, 3 credits maximum

EAR 860 Advanced Seminars in Geology 1-3 SI

Current literature and problems in specialized fields of geology. R

EAR 997 Masters Thesis 0-9 S

R

EAR 999 Dissertation 1-3 S

R

Economics

ECN 500 **Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ECN 505 **Mathematical Economics 3 Y**

Introduction to use of basic mathematical techniques in economic analysis.
PREREQ: MAT 284 OR 286 OR 296, ECN 301 OR 311.

ECN 510 **Special Topics in Economics 3 IR**

Various special topics of economics issues offered as available.
PREREQ: ECN 301, 311, OR 601. R5, 18 credits maximum

ECN 521 **Economic Statistics 3 S**

Statistical methods applied to economics. Conventional descriptive statistics, conceptual and measurement problems peculiar to economics. Analytical statistics, including time-series analysis, elementary theory of probability and statistical inference, correlation and regression analysis. Nonparametric methods. This course is not suitable for students who have taken six credits of statistics to fulfill their quantitative skills requirement. Quantitative skill requirements of liberal arts core is recommended.

ECN 522 **Econometric Methods 3 Y**

Statistical procedures. Problems of estimating parameters in regression models of economic behavior.
PREREQ: ECN 521, ECN 301 OR 311.

ECN 525 **Economics and Gender 3 Y**

Crosslisted with: WGS 525
Offered only in Strasbourg. European economy, with central focus on economic principles underlying decisions to create and extend scope of European Community and on economic policies EU has followed since creation.

ECN 566 **International Macroeconomics and Finance 3 Y**

Monetary, fiscal, and regulatory consequences of mushrooming international financial markets including equities, bonds and other securities, commodity and options contracts, and bank deposits and loans.
PREREQ: ECN 302.

ECN 575 **Law and Market Economy 3 IR**

Use of economic tools in the analysis of law and legal regulations, including use of economic incentives to analyze evolution of legal institutions and impact of these institutions on economic dynamics.
PREREQ: ECN 301 OR 311, ECN 302.

ECN 600 **Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. * R

ECN 601 **Survey Microeconomic Theory 3 Y**

Microeconomics. For graduates with little recent work in economics.

ECN 602 **Survey Macroeconomic Theory 3 Y**

Macroeconomics. For graduates with little recent work in economics.

ECN 604 **Economics for Managers 3 IR**

Micro- and macroeconomic theory for managerial decision making. Forecasting. Not open to students seeking advanced degrees in economics.

ECN 605 **Mathematics for Economists 3 SS**

Mathematical techniques required in economics. Calculus, matrix algebra, difference and differential equations, and set theory. Calculus recommended.

ECN 610 **Special Topics in Economics 3 IR**

Various special topics of economics issues offered as available.
PREREQ: ECN 601. R5, 18 credits maximum

ECN 611 **Microeconomics I 3 Y**

Consumer and firm theory. Emphasis on the development of analytic techniques and the ability to apply them to economic models.

ECN 612 **Microeconomics II 3 Y**

General equilibrium theory and advanced topics in economic theory.
PREREQ: ECN 611.

ECN 613 **Macroeconomics I 3 Y**

Aggregate economic analysis. Emphasizes macroeconomic models and main currents in contemporary macroeconomic thought.

ECN 614 **Macroeconomics II 3 Y**

Advanced topics and recent developments in macroeconomics. Inflation theory, monetary theory, open economies, rational expectations, and current controversies.
PREREQ: ECN 613.

ECN 615 **History of Economic Thought 3 IR**

Economic theories from antiquity to the 20th century.

ECN 620 **Foundations of Econometrics 3 SS**

Probability and statistics. Random variables, joint probability distributions, point estimation, and hypothesis testing procedures. May not be repeated for credit.

ECN 621 **Econometrics I 3 Y**

Mathematical formulation of economic models. Statistical problems of estimating parameters in regression analysis.

ECN 622 **Econometrics II 3 Y**

Estimation problems and techniques in more complex economic models.
PREREQ: ECN 621.

ECN 631 **Public Finance 3 Y**

Economics of expenditure and taxation decisions of U.S. federal government. Public choice, economics of transfer payments to individuals, personal and corporate income taxation, and economics of social security program. For Master's candidates.

ECN 635 **State and Local Government Finance 3 Y**

Crosslisted with: PPA 735
Expenditures and revenues of state and local governments. Fiscal aspects of intergovernmental relations.
PREREQ: ECN 601.

ECN 655 **Economics of Health and Medical Care 3 Y**

Crosslisted with: PPA 736
Economic theory, empirics and public policy concerning health and medical care in the U.S. Primary objective to analyze health care problems from an economic perspective.
Prereq (for ECN 655): ECN 601 or equivalent; (for PPA 736): PPA 723.
PREREQ: ECN 601.

ECN 661 **Economics of Development 3 Y**

Crosslisted with: PPA 757
Economic development in international settings. Labor and employment, population, education, health and nutrition. Why some countries have rapid economic development, and others low growth and pervasive poverty.
PREREQ: PPA 723.

ECN 662 **Public Finance in Developing Areas 3 Y**

Crosslisted with: PPA 758
Public finance in less-developed countries. Urban taxation and provision of public services. Considering efficiency and equity issues.
PREREQ: PPA 723.

ECN 665 **International Economics 3 Y**

Balance of payments, foreign exchange markets, international trade theory, tariffs, quotas adjustment mechanisms, and exchange controls.

ECN 675 **Law, Economics and the State 3 IR**

This course builds on ideas related to the course in Law and Market Economy which is recommended but not required as a prerequisite. In this course, we will study the relationship between the state, the individual, and the community as relates to alternative forms of social organization. The course will touch on distinctions between the public, private, and not-for-profit sectors of the economy. It will explore the role of government and public administration in a market economy. Examples of ideas that may be discussed are: privatization, school and housing voucher programs, tax exemptions for not-for-profit enterprises, public/private partnerships for urban development and sports facilities, takings law, welfare reform, workfare, managed trade, industrial policy, and health care management among others. Writing projects are required.

ECN 681 **Money, Banking & Monetary Policy 3 SS**

Financial instruments and structure, banking organization and regulation. Money supply determination control and policy. The Federal Reserve: structure and policy instruments. Master's or doctoral candidates only.
PREREQ: ECN 602.

ECN 720 Topics in Econometrics 3 IR
Selected topics in applied and advanced econometrics.
PREREQ: ECN 622. R3, 12 credits maximum

ECN 731 Public Expenditures 3 Y
Theory of public goods; incidence of expenditures; intergovernmental relations; expenditure determinants, benefit-cost analysis.

ECN 732 Taxation 3 Y
Tax structures at federal, state, and local levels. Incidence and effects of property, income, and commodity taxation. Analysis of tax equity.

ECN 741 Urban Economics 3 Y
Urban land-use patterns, transportation, and housing. Theoretical and quantitative framework.

ECN 745 Regional Economics 3 E
Theory and analysis of regional economics; interregional income theory and factor movements, regional growth, accounts, and policy.

ECN 751 Labor Economics I 3 Y
Theory and evidence. Static and dynamic models of labor supply and demand, human capital, wage determination, and effects of family background on labor market outcomes.

ECN 752 Labor Economics II 3 Y
Income distribution, effects of health on work and wages, discrimination, retirement decisions, and impacts of government programs and policies.
PREREQ: ECN 751.

ECN 765 Advanced International Trade 3 Y
Trade theory, derivation of models, theory of protection. Impact of technology, market structure, and taxation on pattern of trade.

ECN 776 Economics of Science and Technology 3 Y
Crosslisted with: PPA 776
Interaction of technological change and policy. Introduction to the economic analysis of knowledge as a public good. Diffusion of knowledge and the role knowledge transfer plays in the industrialized world and in the economic growth of developing nations.
PREREQ: PPA 723 OR ECN 601.

ECN 777 Economics of Environmental Policy 3 Y
Crosslisted with: PPA 777
How economic incentives may lead to environmental problems and how government policy can maintain or improve environmental quality. Methods for valuing the benefits of environmental amenities and the effects of environmental policy on economic growth.
PREREQ: PPA 723 OR ECN 601.

ECN 820 Dissertation Workshop I 3 Y
For dissertators at all stages, providing critical feedback for those who are advanced and guidance for those who are beginning. Coverage includes: establishing a topic (originality, importance, search); trade off and balance between theory and empirical research; oral and written presentation, packaging, persuasion. R

ECN 821 Dissertation Workshop II 3 Y
This course is intended to give experience in writing and presenting papers as well as evaluation of classmates' papers. Third- and fourth-year graduate economics students. R

ECN 865 Topics International Economics 3 Y
Understanding of the intuition, theory, and methods underlying current research on trade and trade policy. Overall picture of research on international trade policy.
PREREQ: ECN 765 OR 665.

ECN 997 Masters Thesis 1-6 S
R

ECN 999 Dissertation 1-15 S
R

English

ENG 615 Open Poetry Workshop 3 Y
Participants write original poems, receive each other's critiques, and revise.

ENG 617 Open Fiction Workshop 3 Y
Participants write original stories, receive each other's critiques, and revise.

ENG 630 Graduate Proseminar 3
Introduction to a comprehensively defined field or period that places literacy, cultural, and cinematic texts in historical and critical perspective. R

ENG 631 Critical Theory 3 Y
Overview of major issues in critical theory: the debates over the understanding of meaning, subjectivity, textuality, and historicity. Required of all new M.A. and Ph.D. students.

ENG 641 Theorizing Practices of Reading 3 Y
Focus on ways in which a particular set of theoretical assumptions constructs interpretation of texts. Provides pedagogy in university writing and literature courses, i.e. offered through Project Advance program. R3, 12 credits maximum

ENG 650 Forms 3 S
Students in Forms courses will analyze assigned writings with the purpose of discovering the author's intent. R3, 12 credits maximum

ENG 700 Graduate Reading 3 Y
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ENG 715 First Poetry Workshop 3 Y
First poetry workshop in the M.F.A. creative writing program sequence. Intensive practice in the writing and criticism of poetry.

ENG 716 Second Poetry Workshop 3 Y
Secondary poetry workshop in the M.F.A. program sequence.
PREREQ: ENG 715.

ENG 717 First Fiction Workshop 3 Y
First fiction workshop in the M.F.A. creative writing program sequence. Intensive practice in the writing and criticism of fiction.

ENG 718 Second Fiction Workshop 3 Y
Second fiction workshop in the M.F.A. program sequence.
PREREQ: ENG 717.

ENG 719 Third Poetry Workshop 3 Y
Third poetry workshop in the M.F.A. program sequence.
PREREQ: ENG 715, 716.

ENG 721 Third Fiction Workshop 3 Y
Third fiction workshop in the M.F.A. program sequence.
PREREQ: ENG 717, 718.

ENG 730 Graduate Seminar 3
A study in a particular topic, genre, movement, or critical problem. Introductory background in the larger field or period of framing the seminar focus is assumed. R

ENG 748 Studies in British Literature: 1832-1914 3 IR
Selected topics in historical and social perspectives.

ENG 799 M.F.A. Essay Seminar 3 Y
In this writing-intensive class M.F.A. students complete full length critical essays on major writers to demonstrate their mastery of: a) close reading, b) poetic or fictional technique, and c) essay writing.
PREREQ: ENG 715 AND 716 OR ENG 717 AND 718.

ENG 825 Advanced Seminar in Critical Theory 3 Y
Studies in particular modes of critical inquiry, such as marxism, feminism, psychoanalysis, and queer theory.
PREREQ: ENG 631 AND 641. R3, 12 credits maximum

ENG 826 Advanced Seminar in Critical Theory 3 Y
Studies in particular modes of critical inquiry, such as marxism, feminism, psychoanalysis, and queer theory.
PREREQ: ENG 631 AND ENG 641. R3, 12 credits maximum

ENG 828 Advanced Seminar in Literatures and Cultures 3 Y
Seminar on literary texts that addresses problems of historical and/or geographical situations. R3, 12 credits maximum

ENG 890 Advanced Seminar in Cultural Studies 3 Y
Advanced investigation of special problems, including film. R

ENG 990 **Independent Study 1-6 S**

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

ENG 996 **Graduate Readings 3**

To be used for field exam study, and where necessary, study to meet language requirement. May be taken four times for credit. R3, 12 credits maximum

ENG 997 **Thesis 1-6 S**

R

ENG 998 **Dissertation Seminar 1**

Writing exercises and peer review designed to help students produce a full draft of the dissertation prospectus. R

ENG 999 **Dissertation 1-15 S**

Credit designated from time to time as the dissertation progresses. Maximum total of 30 credits. R

English As A Second Language

ENL 610 **Oral Communication in Teaching 0-3 S**

Language, culture, and teaching strategies needed for effective communication in academic and social situations. Laboratory and individualized language instruction included. For international teaching assistants. PREREQ: ENL 207. R

ENL 620 **Advanced Oral Communication in Training 0-1**

Continuing course in language, culture, and teaching strategies needed for effective communication in academic and social situations. For international teaching assistants. PREREQ: ENL 207 OR ENL 610.

Forensic Science

FSC 606 **Advanced Forensic Science 3 Y**

Double Numbered with: FSC 406
Selected areas of current interest in forensic science presented. The application of scientific methods and techniques to crime detection and the law.
PREREQ: CHE 113 OR CHE 106 OR CHE 109 OR BIO 121.

FSC 644 **Forensic Chemical Analysis 4 Y**

Double Numbered with: FSC 444
Lecture and laboratory on analytical methods of forensic chemistry. Underlying theory and direct experience in various chemical tests and spectroscopic methods. Additional work required of graduate students.
PREREQ: CHE 116 OR 119; CHE 117 OR 139.

FSC 690 **Independent Study 1-6 SI**

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

French And Francophone Studies

FRE 600 **Selected Topics 1-3 Y**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

FRE 605 **French Culture in Age of Louis XIV 3 O**

Double Numbered with: FRE 405
Study of French literature, aesthetics and culture of absolutism. Conducted in French. Additional work required of graduate students.

FRE 607 **French Libertine Fictions 3 E**

Double Numbered with: FRE 407
Analysis of seventeenth- and eighteenth-century French libertine texts and their relation to philosophy, art, religion, and society. Conducted in French. Additional work required of graduate students.

FRE 609 **French Culture and Revolution 3 O**

Double Numbered with: FRE 409
French enlightenment literature and culture considered within the context of the French Revolution. Conducted in French. Additional work required of graduate students.

FRE 611 **Moliere 3 E**

Double Numbered with: FRE 411
Study of the playwright's major works in light of contemporary political, social, and cultural trends. Conducted in French. Additional work required of graduate students. [Effective spring 2009]

FRE 612 **French Women Writers 3 E**

Crosslisted with: WGS 612; Double Numbered with: FRE 412
Trends in French feminine and feminist writing from the early modern period to the present. Conducted in French. Additional work required of graduate students.

FRE 617 **"Impressions d'Afrique": Caribbean Gazes 3 O**

Double Numbered with: FRE 417
A survey of African issues through the eyes of Francophone Caribbean writers and their texts. Conducted in French. Additional work required of graduate students.

FRE 619 **Sembene Ousmane and the African Cinema 3 E**

Double Numbered with: FRE 419
A study of Sembene Ousmane's work as an introduction to the aesthetics and politics of Black African Cinema, and to issues of film history and theory. Conducted in French. Additional work required of graduate students.

FRE 620 **Language Training in Preparation for Research Using French 3**

Language training to prepare students to conduct research in areas that require knowledge of French. R3, 12 credits maximum

FRE 621 **Francophone African Criticism 3 E**

Double Numbered with: FRE 421
Major trends in Francophone African literary criticism. Conducted in French. Additional work required of graduate students.

Geography

GEO 500 **Topics in Geography 1-3 Y**

In-depth studies of selected topics. R

GEO 510 **Research on North America 1-3 IR**

Reading and special work R

GEO 520 **Research on Latin America 1-3 IR**

Crosslisted with: LAS 520
Reading and special work R

GEO 530 **Research on Africa 1-3 IR**

Reading and special work. R

GEO 537 **Environmental Policy in a Development Context 3 S**

Crosslisted with: LAS 537
Offered only in Santiago. Examines historical/intellectual/ material processes that transformed nature into natural resources to be exploited; ways global political process has guided global responses to environmental problems; Chilean environmental policy over the last 20 years.

GEO 538 **Research on Europe 1-3 IR**

Reading and special work. R

GEO 540 **Research on Southern and Eastern Asia 1-3 IR**

Reading and special work. R

GEO 550 **Research on Physical Geography 1-3 IR**

Reading and special work. R

GEO 555 **Biogeography 3 E**

Exploration of the environmental factors that influence the distribution of organisms. Emphasis is on plant distributions and dynamics, and consideration includes both natural and human factors.
PREREQ: GEO 155.

GEO 558 **Development and Sustainability 3 Y**

Critical analysis of international development and sustainability. Focuses on the complex political, economic, cultural, and ecological processes involved in development discourse and practice. Readings and case studies drawn from Latin America, Africa, and Asia.

GEO 560 **Research: Economic Geography 1-3 IR**

Reading and special work. R

GEO 561 **Global Economic Geography 3 IR**

Globalization, world economic processes, international development, and policy issues; emphasizing geographical perspectives.

GEO 563 **The Urban Condition 3 Y**

Contemporary cities. Economic growth and decline. Social polarization. Construction of the built environment. Case studies from around the world.

GEO 564 Urban Historical Geography 3 O
Cities in western civilization through classical, medieval, mercantile, and industrial eras to 1945. Historical geographic meanings of urbanism; social construction of the built environment; and relationships between power, social justice, and urban spatial form.

GEO 570 Research on Cultural Geography 1-3 IR
Reading and special work. R

GEO 572 Landscape Interpretation in Cultural Geography 3 SI
Contemporary theories and methods. Traditional, historical-materialist, postmodernism, and post-structuralist approaches to landscape. Additional work required of graduate students.

GEO 573 The Geography of Capital 3 O
In-depth reading of Marx's Capital to understand: (a) the relationship between political economy and the geographical landscape; (b) the formative role of "Capital" in contemporary geographic theory.

GEO 576 Gender, Place, and Space 3 IR
Crosslisted with: WGS 576
Contemporary debates in feminist geography on the gendered construction of space and the spatial construction of gender.

GEO 580 Research on Cartographic Techniques 1-12 IR
Reading and special work. R

GEO 583 Environmental Geographical Information Science 3 Y
Data types, collection techniques, and processing strategies in natural resource survey. Monitoring and environmental sciences. Basic concepts of GIS data structures and algorithms. Data quality issues. User requirements, management aspects, and implementation experience.
PREREQ: GEO 383.

GEO 595 Geography and the Internet 3 Y
An introduction to the structure and functions of the Internet and its impact on spatial relations from the global to the local. A detailed examination of the World Wide Web and practical training in web page design.

GEO 602 Research Design in Geography 3 Y
Approaches to research, alternative philosophies, and research designs. Research procedures, information gathering. Collection of original data. Formulation of individual research topics.

GEO 603 Development of Geographic Thought 3 E
Historical survey of development of Geography. Emphasis on 20th century: regionalism, positivism, humanism, Marxism, feminism, post-structuralism/post-colonialism

GEO 609 Readings and Special Work in Advanced Geography 1-3 S
Topics to be selected in conference with advisor for individual program of study and research.

GEO 670 Experience Credit 1-6 S
Participation in a discipline- or subject-related experience. Student must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

GEO 672 Geopolitics in Theory and Practice 3 IR
Review of geopolitical theories, their historical origins, and influence on the practice of statecraft and foreign policy; focus on contemporary U.S.-global relations, especially in the European context. Critical approach to applied geopolitical thinking.

GEO 681 Map Design 3 Y
Principles of cartographic design. Expository cartography for geographic research. Projections, symbolization, generalization, and use of electronic publishing technology.

GEO 682 Remote Sensing for Environmental Applications and Research 3 Y
Principles and environmental applications of remote sensing, emphasizing research. Uses and limitations of remotely-sensed data; typical image processing operations and analyses; laboratory exercises and individualized advanced work and term project.

GEO 683 Geographic Information Systems 3-4 Y
Double Numbered with: GEO 383
Basic concepts in spatial data handling. Algorithms and data structures for Geographic Information Systems (GIS). Demonstration of power, potential, and limitations of GIS. Graduate students register for three credits. Undergraduate students register for four credits with required laboratory work.

GEO 686 Advanced Quantitative Geographic Analysis 3 E
Descriptive and inferential statistics for use geo-referenced data, spatial autocorrelation, and geostatistics. Geographic examples. Weekly labs. Individualized advanced work and term project.

GEO 688 Geographic Information and Society 3
Double Numbered with: GEO 388
Effects of geographic information technologies on governments, communities, and individuals. Mapping as an information industry, a political process, a surveillance technology, and a communication medium. Copyright, access, hazard management, national defense, public participation, and privacy.

GEO 705 Theories of Development 3 E
Crosslisted with: SOS 705
Review of theories of development, economic growth, and social change. Comparison of explanatory power and limits of each theory. Review of prospects for synthesis and implications for empirical research in geography and other social sciences.

GEO 720 Seminar: Latin America 3 Y
Research seminar on contemporary problems in human and regional geography, emphasizing development and socio-economic issues. R

GEO 750 Seminar: Physical Geography 3 Y
Advanced work in climatology, land forms, and other aspects of physical geography. R

GEO 754 Seminar in Environmental History 3
Origins of field, key debates, research methods relating to the historical geography of humans and the environment.

GEO 755 Seminar in Political Ecology 3 IR
Conceptual origins, theoretical influences, and current debates in political-economic and cultural aspects of nature-society relations. Topics include environmental social movements, theories of nature, environmental justice, environmental conflicts, gender and environment.

GEO 757 Environmental Sediment Mechanics 3
Physical processes of sediment transport in the environment including fluid behavior, sediment properties, roughness of bed forms, resistance to flow, initiation of particle motion, bed-load transport, and relevant practical issues.

GEO 764 Gender and Globalization 3
Crosslisted with: ANT 764, WGS 764
The impact of the increasing hypermobility of capital and culture flows across borders on gender relations.

GEO 770 Seminar: Cultural Geography 3 O
Critical consideration of culture in its broadest sense, with preponderant attention to the dimension of race and ethnicity. Their expression in the human geography of particular places, especially comparing the United States, U.K., and South Africa. R

GEO 773 Seminar in Economic Geography 3
Examination of contemporary debates in economic geography including the impact of the cultural and institutional turn. Also examines economic geography perspectives on globalization, labor, innovation, and restructuring. Permission of instructor.

GEO 774 Seminar: Historical Geography 3 Y
Research seminar on current historiographic issues and archival methodologies in historical geography. R

GEO 781 Seminar: Cartography 3 Y
Research seminar devoted to topics of current interest in geospatial technology, cartographic communication, and the history of cartography in the twentieth-century.

GEO 815 Seminar in Urban Geography 3 Y
Research seminar on theoretical and empirical issues in urban geography.

GEO 870 Seminar on Population Geography 3 SI
Specialized research topics dealing with the application of demographic measurements to geographic problems. R

GEO 876 Feminist Geography 3 O

Crosslisted with: WGS 876

The relationships between gender, space, and place. Topics include the gendered spaces of everyday life, identity and spatial metaphor, geographies of the body and the border, human migration, gender and the city.

GEO 970 Experience Credit 1-6 S

Participation in a discipline- or subject-related experience. Student must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. Permission, in advance, of assigned instructor, department chair, or dean. R

GEO 997 Master's Thesis 1-6 S

R

GEO 999 Doctoral Dissertation 1-15 S

R

German**GER 620 Language Training in Preparation for Research Using German 3**

Language training to prepare students to conduct research in areas that require knowledge of German. R3, 12 credits maximum

Greek**GRE 500 Greek Prose Authors 1-3 SI**

Readings from selected Greek prose authors. R

GRE 620 Language Training in Preparation for Research Using Greek 3

Language training to prepare students to conduct research in areas that require knowledge of Greek. R3, 12 credits maximum

Hebrew**HEB 620 Language Training in Preparation for Research Using Hebrew 3**

Language training to prepare students to conduct research in areas that require knowledge of Hebrew. R3, 12 credits maximum

Hindi**HIN 620 Language Training in Preparation for Research Using Hindi 3 S**

Crosslisted with: SAS 621

Language instruction to prepare students to conduct research in areas that require knowledge of Hindi. Permission of instructor. R4, 12 credits maximum

History**HST 500 Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 510 Studies in African American History 3 IR

Crosslisted with: AAS 510

Particular periods or aspects of African American history. R

HST 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 615 Graduate Preparation 3 S

Sections offered corresponding to the major areas of history so graduate students may prepare for more advanced graduate study. R

HST 622 Empire 3 SI

Seminar on classic texts about empire from Thucydides to The Federalist. Studied from 432 B.C. to the present. R

HST 625 The European Union 3 IR

Crosslisted with: SOS 625

Interdisciplinary introduction to history, politics, and economics of the European community.

HST 634 Underground Railroad 3 SI

Crosslisted with: AAS 634, ANT 694; Double Numbered with: HST 434

Myth and history of the Underground in the context of African American freedom efforts. Emphasis on events, personalities, and sites in upstate New York. Student field research and exploration of archival and Internet resources. Additional work required of graduate students.

HST 635 European Perspectives on Contemporary War and Conflict 3 SI

Crosslisted with: IRP 635

Seminars conducted at the Syracuse University campus with a week in London to examine the evolution of armed interventions. Meetings with scholars and practitioners in London will bring European perspectives to contemporary conflicts.

HST 644 Israel and Palestine: Historical Approaches 3 IR

Crosslisted with: MES 644

A thorough historical grounding for understanding contemporary Israel and Palestine in terms of changing social, economic, cultural and political contexts.

HST 645 History of International Relations 3 IR

Crosslisted with: IRP 645

Provide professional masters-level students with a solid grounding in the history of international relations around a common theme of states and empires throughout various important time periods.

HST 682 Foundations of American Political Thought 3 Y

Crosslisted with: PSC 716, SOS 716

American political thought to about 1820. Puritans, American Revolution, establishment of the Constitution, and thought of Hamilton and Jefferson.

HST 689 Race and Law 3 IR

Race and law in American history, 1600-1960, the historical experience of African-Americans, the indigenous peoples, and Asian-Americans.

HST 690 Independent Study 1-6

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

HST 695 Historical Narratives and Interpretation 3 Y

Crosslisted with: DFH 695

Comparison and exploration of the documentary and the written word as alternative formats for presenting history. Documentaries and historical writings are examined and discussed using case studies.

HST 700 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 715 Readings and Research in American History 3 S

R

HST 725 Readings and Research in Latin American History 3 SI

Secondary readings in Latin American history. R

HST 735 Readings and Research in European History 3 S

R

HST 738 American Legal History: Modern Public Law 3 IR

A history of American constitutional law from reconstruction to c. 1960.

HST 755 Readings and Research in Eastern European History 3 SI

Secondary literature in Eastern European history.

HST 765 Readings and Research in African History 3 SI

Crosslisted with: AAS 765

HST 775 Readings and Research in South Asian History 3 S

Crosslisted with: SAS 775

Graduate seminar introducing main debates in the historiography of late medieval and modern South Asia.

HST 800 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 801 Historiography 3 Y**HST 802 Modes of Analysis in History 3 IR**

The colloquium will discuss a large variety of articles and monographs in European and American history.

HST 803 Theories and Philosophies of History 3 IR

History of historical thought and practice in the development of modern historical method.

HST 804 First-Year Graduate Research Seminar 3 Y
Seminar geared to particular research interests of first-year students.

HST 805 Seminar in American History 3 S

HST 806 Seminar in European History 3 Y

HST 950 Documentary Film and History Program Paper 3
Alternative to TRF 650 for Documentary Film and History students. Substantial research paper with accompanying documentary treatment.

HST 990 Independent Study 1-6
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

HST 996 Graduate Readings 3 S
To be used for field exam study. One year of coursework in the Ph.D. program is required. R1, 6 credits maximum

HST 997 Masters Thesis 1-6 S
R

HST 999 Doctoral Dissertation 1-15 S
R

History Of Art

HOA 500 Selected Topics 1-3 S
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HOA 510 Italian Medieval Architecture and Urbanism 3 IR
Crosslisted with: ARC 537
Investigates sites, buildings, and rituals of local identity in a range of centers including monasteries, castles, hilltowns, ports, republics, and tyrannies, between 300 and 1400. Trips to Umbria and Sicily. Offered only in Florence.
PREREQ: HOA 105.

HOA 520 Italian Urbanism: 100 Cities 3 IR
Crosslisted with: ARC 536
A survey of Italian urban history: design of cities, local rituals, politics, and patronage in ancient Rome, medieval Venice, Renaissance Florence, Baroque Turin, and modern Milan. Site visits in Florence and surrounding towns. Offered only in Florence.
PREREQ: HOA 105 OR HOA 106.

HOA 522 Botticelli: Analysis in Depth 3 IR
Botticelli within the socio-artistic context of 15th-century Florence. Portraiture, classical myths, civic propaganda, gender, and religious narrative. Offered only in Florence.
PREREQ: HOA 105.

HOA 530 History of Printmaking 3-4 IR
Fifteenth-century to present day woodcuts, engravings, etchings, aquatints, lithographs, and monotypes. Dürer, Rembrandt, Goya, Blake, Daumier, Whistler, and others.
PREREQ: HOA 106.

HOA 540 17th Century Dutch Painting 3-4 IR
Principal Dutch masters (Rembrandt, Hals, Vermeer, Ruisdael, etc.). Developments in landscape, genre, still life, portraiture, and history painting.
PREREQ: HOA 105, HOA 106.

HOA 541 Art and Ideas in the 17th Century 3-4 IR
Crosslisted with: HOM 541
A consideration of music, literature, and the visual arts in the context of 17th-century life. A study of the interrelationship of the main forces in society and their expression in the arts.
PREREQ: HOA 105, 106 OR HOM 165, 166.

HOA 556 Problems in Art History 3-4 Y
Selected period, major figure(s) or monument(s) in painting, sculpture, or architecture.
PREREQ: HOA 105, HOA 106. R3, 16 credits maximum

HOA 560 Arts and Ideas in the Nineteenth Century 3-4 IR
Crosslisted with: HOM 560
Music and the visual arts in 19th century European culture.
PREREQ: HOA 105, 106 OR HOM 165, 166.

HOA 571 Italian Architecture, 1909-1959 3 IR
Crosslisted with: ARC 539
Italian architecture from the birth of Futurism to the end of the post-WWII reconstruction. Representative structures in Milan, Rome, Como, and Florence. Includes overnight trip to Rome. Offered only in Florence.

HOA 575 Arts and Ideas in Contemporary Culture 3-4 IR
Crosslisted with: HOM 575
Place of music and the visual arts in the context of contemporary life. Inter-relationship between the main forces of society and their expression in the arts.

HOA 576 Topics in American Art 3-4 O
Critical exploration of an important American movement, theme, period, or artist. Emphasizing discussion and recent scholarship. Topic announced each semester.
PREREQ: HOA 106 OR HOA 276 OR HOA 300-LEVEL.

HOA 577 Introduction to Preservation 3 Y
Crosslisted with: ARC 566
Problems and methods in implementing continued use for quality segments of the humanly built environment.
PREREQ: ARC 134 OR CAS 134.

HOA 600 Selected Topics in Fine Arts 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. * R

HOA 620 Seminar: Renaissance Art 3-6 Y
European art of the 15th and 16th centuries. Topic areas determined each semester. R

HOA 621 Seminar in Florentine Art 3-6 Y
On-site study of late medieval, Renaissance, and baroque decorative complexes and their related archives. Taught only in Florence, Italy, during the spring semester.

HOA 622 Seminar in Renaissance Arts and Ideas 3-6 Y
Preparation for study and research in Florence, Italy. Required of Florence Program participants; open to other students by permission. R3, 12 credits maximum

HOA 635 Seminar in Arts and Ideas 3-6 IR
Selected topics in the arts and their relation to relevant societies. Topics determined each semester. R3, 12 credits maximum

HOA 640 Seminar on Women in Art 3-4 IR
Crosslisted with: WGS 649
Women artists and images of women in the works of their contemporaries. Students conduct original research, relating topic to their specific areas of interest (interdisciplinary studies).

HOA 645 Seminar in the History of Art Conservation 3-6 Y
Theory, practice, and issues of art conservation from the Renaissance to the present. Taught only in Florence, Italy, during the spring semester.

HOA 650 Seminar in Seventeenth-Century Netherlandish Art 4 IR
Variable topics relating to art produced in the Dutch Republic and/or Flanders during the 17th century. R2, 12 credits maximum

HOA 651 Seminar/Iconography 3-6 IR
Selected topics in iconographical problems to be determined each semester. R3, 12 credits maximum

HOA 656 Literature of Art Criticism 3-4 Y
Leading trends in art criticism from the 16th to the early 20th century.

HOA 657 Contemporary Art Criticism 3-4 IR
Early 20th-century foundations and development of criticism within the past two decades. Interpretive strategies, such as meta history, feminism, poststructuralism, and the anthropology of art.

HOA 670 Experience Credit 1-6 IR

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

HOA 676 Seminar in American Art 3-6 IR

A specified topic is announced each time the course is offered. R

HOA 680 International Course 1-12

Offered through SUAbroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. SUAbroad works with the S.U. academic department to assign the appropriate course level, title, and grade for the student's transcript. R

HOA 690 Independent Study 1-6 SI

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

HOA 720 Seminar Medieval Art 3-6 IR

R

HOA 740 Seminar/Baroque Art 3-6 IR

Selected topics in the arts of the 17th century. Topics determined each semester. R

HOA 756 Seminar in Modern Art 3-6 IR

Selected topics in the arts of the 20th century. Topics determined each semester. R

HOA 757 Readings/Art History 3-6 SI

Writings by theorists, artists, historians, and/or critics of a selected area. R

HOA 758 Selected Readings in Arts & Ideas 1-6 IR

Selected readings on the arts and their relationship to their times. Subject areas and readings determined each semester.

History Of Music**HOM 500 Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HOM 512 World Music and Film 3 IR

The global flows of music explored through commercial, ethnographic, documentary, and animated films. How music and musicians outside the Euro-American mainstream have been represented, creatively adopted and recontextualized, and used to construct meaning.

HOM 541 Art and Ideas in the 17th Century 3-4 IR

Crosslisted with: HOA 541

A consideration of music, literature, and the visual arts in the context of 17th-century life. A study of the interrelationship of the main forces in society and their expression in the arts.

HOM 560 Arts and Ideas in the Nineteenth Century 3-4 IR

Crosslisted with: HOA 560

Music and the visual arts in 19th-century European culture.

HOM 561 Music and Shakespeare 3-4 IR

Crosslisted with: DRA 561

A discussion-based course investigating the place of music in Shakespeare's plays. Also considers the role of music in early modern English culture as well as later musical adaptations of Shakespeare.

HOM 562 Bach and Handel 3 IR

Explores the careers and compositional output of Bach and Handel. Considers issues of genre, style, theology and religion, nationhood, and patronage.

HOM 563 The Operas of Wagner 3 O

The historical analysis, interpretation, and reception history of Wagner's musical and dramatic work.

HOM 568 Music of Beethoven 3 IR

Life and works of Beethoven in their social context. Beethoven as cultural symbol and in the development of style. Intensive focus on specific works.

PREREQ: HOM 165 OR 166 OR 266 OR HOM/MHL 267 OR MHL 168. R1, 6 credits maximum

HOM 571 Popular Music Studies 3 E

A research seminar in the study of popular music with emphasis on methodologies from a variety of disciplines ranging from musicology and music theory to sociology and cultural studies.

HOM 573 History of American Song 3 IR

The American art song, emphasizing the 20th-century composers. Musical style of works, placed in their social and cultural contexts.

PREREQ: HOM 166 OR HOM 195.

HOM 575 Arts and Ideas in Contemporary Culture 3-4 IR

Crosslisted with: HOA 575

Place of music and the visual arts in the context of contemporary life. Inter-relationship between the main forces of society and their expression in the arts. PREREQ: HOA 105, 106 OR HOM 165, 166.

HOM 680 International Course 1-12 IR

Offered through SUAbroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. SUAbroad works with the S.U. academic department to assign the appropriate course level, title, and grade for the student's transcript. R

Humanities**HUM 501 Humanism and the Arts in Renaissance Italy 6 SS**

Interdisciplinary seminar on the interdependence of thought, art, and letters in Renaissance Italy and their dependence on social, political, religious, and cultural conditions. Given in Italy. Extensive field trips. Lectures and readings in English.

International Relations**IRP 515 China in Transition 3 S**

Offered only in Beijing. Seminar examines the unprecedented, multi-faceted transitional changes occurring in China since the late 1970s. Impact of reforms on China's external relations.

IRP 601 Fundamentals of Conflict Studies 3

Crosslisted with: PPA 601, SOS 601

Introduction to a broad range of areas related to the analysis and resolution of conflict, focusing on the interdisciplinary study of defining, understanding, and addressing conflict.

IRP 632 International Public and Non-Government Organization Management 3

Crosslisted with: PPA 632

How international and non-governmental organizations manage three key functions: regime creation, information mobilization, and norm enforcement. Organizations examined from management perspective in terms of functions, through specific case studies. Offered as a distance education course.

IRP 633 Evaluation of International Programs and Projects 3

Crosslisted with: PPA 633

Concepts and methods of program and project evaluation as practiced in international public and non-governmental organizations.

IRP 635 European Perspectives on Contemporary War and Conflict 3 SI

Crosslisted with: HST 635

Seminars conducted at the Syracuse University campus with a week in London to examine the evolution of armed interventions. Meetings with scholars and practitioners in London will bring European perspectives to contemporary conflicts.

IRP 641 Negotiating Resolution of International Conflict 3

International and community conflict, characteristics, negotiation, collaborative problem solving, process advice. International conflict escalation, stalemate, de-escalation, settlement, resolution, or management.

IRP 645 History of International Relations 3

Crosslisted with: HST 645

Provide professional masters-level students with a solid grounding in the history of international relations around a common theme of states and empires throughout various important time periods.

IRP 655 Global Information Technology Policy 3 Y

Crosslisted with: PPA 655, PSC 655

Policy implications of the increasingly important interaction between information technology development and the governance process.

IRP 668 Middle East in Anthropological Perspective 3 IR
Crosslisted with: ANT 668, MES 668; Double Numbered with: IRP 468
Anthropology of the social, cultural, geographical, and political realities of the Middle East. Additional work required of graduate students.

IRP 700 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

IRP 701 Seminar on Multilateral Peacekeeping 3
Crosslisted with: ANT 701
One-week intensive course in New York City between fall and spring semesters with follow-up sessions in Syracuse. Combination of peacekeeping theory, analysis, and practice of operations. Speakers from United Nations, nongovernmental organizations, and U.S. government.

IRP 702 Development in Africa: Challenges, Constraints, and Strategies 3
Current development issues, constraints on development, and strategies aimed at achieving development in Africa. Offered in Washington, D.C.

IRP 703 Current Issues in US-Latin American Relations 3 SS
Real world policy issues currently affecting Latin America and the US. The one-week seminar in Washington, DC will include presentations and panel discussions by practitioners in the field.

IRP 704 Quantitative Skills in International Relations 3
The diverse sources and methods used to collect data upon which decisions are made. Course aimed to help train IR professionals in tools needed to better develop and implement programs and policies.

IRP 705 Strategic Planning, Implementation and Evaluation in International Affairs 3
Strategic planning, project implementation and methods of evaluation useful in the field of international affairs. Overview of qualitative techniques ranging from participant observation to elite interviewing and program evaluation and analysis.

IRP 706 International Relations Capstone Seminar 1
Develop students to be effective players in the global workplace. Course ties the IR program together, marrying the academic components of student learning to the practical aspects of working in an international career.

IRP 707 Culture in World Affairs 3
Crosslisted with: ANT 707, MES 707
A systematic survey of the ways in which local, organizational, and transnational issues in world affairs are affected by culture.

IRP 708 Issues for 21st Century Public Diplomacy 3
Exploration of the state of public diplomacy: its place in U.S. statecraft, the evolving roles and relations of U.S. Government departments and agencies with regard to publics here and abroad.

IRP 709 Public Communication in the Digital Era: Bridging Public Affairs and Institution Building 3
Series of dialogues between students and nongovernmental advocacy organization leaders regarding effective communication, including current informational and advocacy processes, audience analysis, message framing, and long-term institution building through communications and exchanges.

IRP 711 Practicum in International Organizations 6 SS
Provides a practical and theoretical overview of international organizations and their role in international affairs. Seminar participants combine working in a Geneva-based international organization with a series of lectures, readings, and writing assignments. Offered in Geneva only.

IRP 712 Maxwell-Washington Summer Practicum 6
Practical and theoretical overview of policy processes in the nation's capital. Interactive sessions and site visits with a focus on how Washington works. Challenging internships in government agencies, international organizations, non-governmental organizations. Offered in Washington, D.C.

IRP 713 Governance and Global Civil Society 3 Y
Survey of perspectives and literatures on global civil society organizations and transnational NGOs. Begins the process of integrating these literatures through critical analysis.

IRP 715 Topics in Global Development 3
Crosslisted with: PPA 715
Seminars by leading practitioners in the field at Syracuse University Greenberg House in Washington, D.C. The institutions and issues involved in the development process. Professional skills needed for career opportunities. R

IRP 716 Economic Dimensions of Global Power 3 Y
Explores the ways in which growing economic interdependence shifts in the locus of global wealth; and ongoing technological change affect the ability of state and non-state actors to exert influence. First offered in Spring 2011
PREREQ: ECN 601 OR PPA 723.

IRP 721 Global Europe Seminar 3
Economic, social, and political issues on an integrated Europe. Guest speakers from local research institutes, student presentations, and discussions with scholars and practitioners on the challenges of European integration. Offered in Europe, exact location varies.

IRP 724 Global Energy, Economics and Geopolitics 3 SS
International energy issues and their interactions with development concerns, human rights, environment, geopolitics, and regional rivalries, among other topics. Held in DC with site visits and guest speakers.

IRP 788 Global Issues: Drugs, Crime and Terrorism 3 IR
Crosslisted with: PPA 788
Transnational issues of drugs, crime, and terrorism; impacts of each on United States national interests and foreign policies of the United States and other countries and the national/international organizations and laws created to deal with these issues.

Italian

ITA 620 Language Training in Preparation for Research Using Italian 3
Language training to prepare students to conduct research in areas that require knowledge of Italian. R3, 12 credits maximum

ITA 670 Teaching Experience 1 IR
For qualified seniors and graduate students. Supervised practical experience in teaching beginning and/or intermediate oral Italian. R

Japanese

JPS 620 Language Training in Preparation for Research Using Japanese 3
Language training to prepare students to conduct research in areas that require knowledge of Japanese. R3, 12 credits maximum

Judaic Studies Program

JSP 516 The Torah/Pentateuch 3 IR
Crosslisted with: REL 516
Critical issues in the modern study of the Pentateuch, including its composition, literary form, and canonization; the clash of historical and literary methods in contemporary biblical criticism.

JSP 600 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

JSP 676 Religion and Judaic Literature 3 IR
Crosslisted with: REL 676
Readings in Judaic literature, with emphasis on allegorical, hasidic, neo-hasidic, and anti-hasidic writing by Nahman of Bratslav, Joseph Perl, I.L. Peretz, Franz Kafka, Isaac Babel, and S. Y. Agnon.

JSP 690 Independent Study 1-6 IR
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

Kiswahili

SWA 620 Language Training in Preparation for Research Using Kiswahili 3 S

Language instruction to prepare students to conduct research in areas that require knowledge of Kiswahili. Permission of instructor. R3, 12 credits maximum

Latin

LAT 620 Language Training in Preparation for Research Using Latin 3

Language training to prepare students to conduct research in areas that require knowledge of Latin. R3, 12 credits maximum

Latino-Latin American Studies

LAS 520 Research on Latin America 1-3 S

Crosslisted with: GEO 520
Reading and special work R

LAS 523 Culture Change in Latin America 3 Y

Crosslisted with: ANT 523
Effects of urbanization, industrialization, population increases, international politics, and modernization upon primitive and peasant populations of Latin America.

LAS 537 Environmental Policy in a Development Context 3 S

Crosslisted with: GEO 537
Offered only in Santiago. Examines historical/intellectual/ material processes that transformed nature into natural resources to be exploited; ways global political process has guided global responses to environmental problems; Chilean environmental policy over the last 20 years.

Linguistics

LIN 571 Topics in Sociolinguistics 3 SI

Crosslisted with: ANT 571, SOC 571
Functions of language in society. Geographical, socioeconomic, and male-female differentiation. Functions of various types of speech events. Requirements include a research project. R1, 6 credits maximum

LIN 591 Second Language Acquisition 3 Y

Survey of research on second-language acquisition; biological, cognitive, effective, and social factors.
PREREQ: LIN 301 OR LIN 601.

LIN 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

LIN 601 Introductory Linguistic Analysis 3 Y

Double Numbered with: LIN 301
Techniques and methods of modern linguistics, including specific analysis of phonetic, phonological, morphological, and syntactic aspects of natural language structure. Additional work required of graduate students.

LIN 621 Introduction to Methodology of Teaching Languages: English/Foreign Language Teaching 3 Y

Double Numbered with: LIN 421
Topics include history and theories of language teaching; the teaching of content (grammar, sound system, lexis, and pragmatics) and skills; and assessment. Additional work required of graduate students.
PREREQ: LIN 601.

LIN 622 Advanced Methods of Teaching Languages: English/Foreign Language Teaching 3 Y

Double Numbered with: LIN 422
Topics include curriculum development, technology in language learning, global dialects, individual differences, second language acquisition, and professional development. Students complete a practicum. Additional work required of graduate students.
PREREQ: LIN 621/421.

LIN 631 Phonological Analysis 3 Y

Double Numbered with: LIN 431
Introduction to analysis of sound systems of natural languages. Extra work required of graduate students.
PREREQ: LIN 601/301.

LIN 641 Syntactic Analysis 3 Y

Double Numbered with: LIN 441
Introduction to analysis of morphological and syntactic systems of natural languages. Extra work required of graduate students.
PREREQ: LIN 601/301.

LIN 651 Morphological Analysis 3

Double Numbered with: LIN 451
An introduction to morphological theory and analysis in contemporary generative linguistics. The course familiarizes students with the main topics that interest morphologists by exposing students to a range of cross-linguistic data.
PREREQ: LIN 301/601.

LIN 661 Introduction to Diachronic Linguistics 3 Y

Double Numbered with: LIN 461
An introduction to traditional terminology and methods, and to more recent studies in formal, explanatory theories of language change. Theories of phonological as well as syntactic change. Additional work required of graduate students.
PREREQ: LIN 601/301.

LIN 671 Dimension of Bilingualism and Multiculturalism 3 Y

Double Numbered with: LIN 471
Foundations, theory, and practice of bilingual/bicultural education. Critical concepts of linguistic, sociolinguistic, psycholinguistic issues and methods as applied to bilingualism/multiculturalism. Additional work required of graduate students.

LIN 672 Language, Culture, and Society 3 Y

Crosslisted with: ANT 672, WGS 672; Double Numbered with: LIN 472
Cross-cultural survey of the role of language in culture and society, including cognition and language usage along the dimensions of class, gender, race, ethnicity, and social status.

LIN 681 Global Communication Through World Englishes 3 Y

Double Numbered with: LIN 481
World Englishes pose unique challenges for linguists, language pedagogues, business leaders, communication experts, and researchers in intercultural/ international communication. Various topics reflecting these challenges are presented. Additional work required of graduate students.

LIN 691 Universal Grammar and Second Language Acquisition 3 Y

Double Numbered with: LIN 491
Basic concepts and results of research in grammatical theory and second language acquisition and implications for the understanding of the performance of second language acquirers. Additional work required of graduate students.
PREREQ: LIN 441/641.

LIN 735 Advanced Phonology 3 IR

A variety of phonological problems using an autosegmental or geometric approach. Stress and tone; gemination; compensatory lengthening; and certain morphological problems.
PREREQ: LIN 635/435.

LIN 741 Advanced Syntax 3 O

Recent advances in syntactic theory and empirical studies conducted within the government and binding framework. Student construction of hypotheses and analysis of data.
PREREQ: LIN 641/441.

LIN 997 Masters Thesis 1-6 SI

Literature In English Translation

LIT 510 Studies in Greek and Roman Literature in Translation 3 SI

Selected topics in Greek or Roman literature studied in English. No knowledge of Greek or Latin required. R

LIT 521 Mythology 3 IR

Greek, Roman, and Norse myths. Knowledge of foreign languages not required.

Mathematics

MAT 511 Advanced Calculus 3 Y

Partial derivatives, implicit functions, integration in several variables, line and surface integrals.
PREREQ: MAT 331, 397.

MAT 512 Introduction to Real Analysis 3 Y

Real-number system, set theory and elementary topological properties of the real line, continuity and differentiability, sequences and series, uniform convergence, Riemann integration, and improper integrals.
PREREQ: MAT 412.

MAT 513 Introduction to Complex Analysis 3 Y

Complex number system and its arithmetic, geometric representation. Linear transformations. Analytic functions and the Cauchy-Riemann equations. Integration and Cauchy's theorem, Taylor and Laurent series, singularities, poles, and residues. Applications.
PREREQ: MAT 412 OR 511.

MAT 514 Introduction to Ordinary Differential Equations 3 S

First order differential equations. Second order linear differential equations. Power series solutions. Bessel's equations, Laplace transforms. Systems of first order differential equations. Applications. Credit will not be given for both MAT 514 and MAT 485.
PREREQ: MAT 397.

MAT 517 Partial Differential Equations and Fourier Series 3 Y

Partial differential equations, boundary-value problems, Fourier series and orthogonal expansions, Bessel functions, and Legendre polynomials.
PREREQ: MAT 514 OR MAT 485.

MAT 518 Topics in Applied Mathematics 3 Y

Topics may vary but may include partial differential equations, introduction to calculus of variations and Hamilton's principle, difference equations, complex variables, or integral equations.
PREREQ: MAT 514.

MAT 521 Introduction to Probability and Statistics 3 S

Algebra of sets. Probability in finite samples spaces. Binomial and multinomial coefficients. Random variables. Expected value and standard deviation. Density functions. Statistical applications.
PREREQ: MAT 397.

MAT 525 Mathematical Statistics 3 Y

Estimation and confidence intervals. Normal distribution and central limit theorem. Testing hypotheses, chi-square, t, and F distributions. Least squares, regression, and correlation.
PREREQ: MAT 521.

MAT 526 Probability 3 Y

Topics chosen from: Markov chains, game theory, queueing theory, information theory
PREREQ: MAT 521.

MAT 531 Second Course in Linear Algebra 3 Y

Abstract vector spaces and inner product spaces, linear transformations and linear operators, eigenvalues and diagonalization. Primarily for mathematics majors.
PREREQ: MAT 275 OR CIS 275, AND MAT 331.

MAT 532 Applied Linear Algebra 3 S/I

Factorization of matrices, eigenvalues and eigenvectors, orthogonality. Applications of matrices to such topics as least-squares approximation, fast Fourier transform, difference and differential equations, linear programming, networks, game theory.
PREREQ: MAT 331 OR 485.

MAT 534 Introduction to Abstract Algebra 3 Y

Theory of groups, rings, and fields, including the integers and polynomial rings.
PREREQ: MAT 531.

MAT 541 Introduction to Number Theory 3 IR

Prime numbers, greatest common divisors, congruences. Euler's function, Fermat's theorem, primitive roots, indices, quadratic residues, Legendre and Jacobi symbols, and the quadratic reciprocity law.
PREREQ: MAT 275 OR CIS 275, AND MAT 331.

MAT 545 Introduction to Combinatorics 3 Y

Crosslisted with: CIS 545
Permutations, combinations, recurrence relations, generating functions, inclusion-exclusion and applications, introductory graph theory.
PREREQ: MAT 275 OR CIS 275.

MAT 551 Fundamental Concepts of Geometry 3 IR

Synthetic projective geometries. Coordinate systems for projective spaces. Algebraic representation of projective transformations; euclidean, non-euclidean, and affine geometries as real cases of projective geometry.
PREREQ: MAT 275 OR CIS 275, AND MAT 331.

MAT 554 Differential Geometry 3 IR

Theory of curves in three-dimensional space, including Frenet's formula, Gaussian and mean curvature, geodesics, developable surfaces, special conformal mappings.
PREREQ: MAT 412 OR 511.

MAT 562 Elementary Topology 3 IR

Metrics and metric spaces, topologies and topological spaces, separation properties, compactness, connectedness, and continuity.
PREREQ: MAT 275 OR CIS 275, AND MAT 512.

MAT 581 Numerical Methods with Programming 3 Y

Approximation methods for solution of nonlinear equations. Interpolation problems. Numerical integration. Solution of ordinary differential equations. Error analysis and writing computer programs. Primarily for mathematics and engineering students.
PREREQ: MAT 397.

MAT 593 History of Mathematics 3 IR

Mathematical concepts in their historical perspective. Character and contributions of the great mathematicians and relation of mathematics to other sciences.
PREREQ: MAT 397 AND AT LEAST TWO 500-LEVEL MATH COURSES.

MAT 599 Senior Seminar in Mathematics 3 IR

Topic Chosen by the instructor. Permission of department.

MAT 601 Fundamentals of Analysis 3 Y

Real and complex numbers, elementary point set topology, continuity, differentiation. Sequences and series, Riemann-Stieltjes integration with respect to complex integrators.

MAT 602 Fundamentals of Analysis 3 Y

Real and complex numbers, elementary point set topology, continuity, differentiation. Sequences and series, Riemann-Stieltjes integration with respect to complex integrators.
PREREQ: MAT 601, 631.

MAT 631 Introduction to Algebra I 3 Y

Linear algebra, linear transformations, eigenvectors, diagonalization, inner product spaces, groups, quotient groups, group actions, Sylow theorems, finitely generated Abelian groups, rings, unique factorization domains, finitely generated modules over principal ideal domains, fields, Galois theory.
PREREQ: MAT 531, 534.

MAT 632 Introduction to Algebra II 3 Y

Continuation of MAT 631.
PREREQ: MAT 631.

MAT 645 Graph Theory 3 Y

Crosslisted with: CIS 645
Fundamentals of graph theory and special topics including networks, matching, connectivity, planarity, and automorphism groups.
PREREQ: MAT 531.

MAT 646 Enumeration, Designs, and Matroids 3 IR

Crosslisted with: CIS 646
Generating functions, Polya enumeration, set systems, design parameters, finite projective planes, matroids.
PREREQ: MAT 531.

MAT 651 Probability and Statistics I 3 Y

Calculus of probabilities, univariate and multivariate random variables and distribution functions, expectations and variance, conditional distributions, transformations of random variables, characteristic functions, basic limit theorems including Borel-Cantelli, Khinchin, Lindeberg- Feller.
PREREQ: MAT 521.

MAT 652 Probability and Statistics II 3 Y

Point and interval estimation, consistent, efficient, and sufficient statistics, Rao-Blackwellization, hypothesis testing, brief treatment of ranking and selection, decision theory.
PREREQ: MAT 651.

MAT 653 Statistical Simulation and Nonstandard Data Analysis 3 IR

Simulation and Monte Carlo techniques appropriate where statistical theory does not yet provide a solution. Design and analysis of experiments under nonstandard conditions.
PREREQ: MAT 651.

MAT 654 Linear Models 3 IR

Point estimation by least squares, regression, curve fitting, testing a linear hypothesis, analysis of variance, simple experimental designs.

PREREQ: MAT 525, 531.

MAT 661 Introduction to Point Set Topology 3 Y

Topological spaces, continuous mappings and homeomorphisms, space-filling curves, metric spaces, Tietze extension theorem, separation axioms, compact spaces. Arcwise connectedness, connectedness, product and quotient spaces, and the fundamental group. PREREQ: MAT 601.

MAT 682 Numerical Linear Algebra 3 O

Solution of linear equations. Norms and conditioning. Calculation of eigenvalues and eigenvectors. Least squares approximation and orthogonal functions. Error analysis and writing computer programs.

MAT 683 Methods of Numerical Analysis I 3 E

Numerical methods of interpolation, approximation, integration, and differentiation, solutions of nonlinear equations, ordinary and partial differential equations. Error analysis and writing computer programs. Prereq: MAT 511,531 or equivalent.

MAT 684 Methods of Numerical Analysis 3 E

Numerical methods of interpolation, approximation, integration, and differentiation, solutions of nonlinear equations, ordinary and partial differential equations. Error analysis and writing computer programs. Prereq: MAT 511,531 or equivalent. PREREQ: MAT 683.

MAT 687 Introduction to Applied Mathematics 3 IR

Mathematical model building, dimensional analysis, scaling, and perturbation theory. Models selected from the natural and social sciences according to the interests of instructor and students. Examples are: planetary orbits, fluid flow, isomers in organic chemistry, biological competition, biochemical kinetics, and physiological flow.

MAT 690 Independent Study 1-6 SI

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

MAT 701 Real Variables I 3 Y

Measure and integration, including basic theorems on integration and differentiation of sequences of functions; modes of convergence, product measures. PREREQ: MAT 602.

MAT 702 Functional Analysis I 3 Y

Norms, seminorms, and inner products on linear spaces. Standard theorems on linear functionals and operations. Dual spaces and weak topologies, classical spaces and their duals. Applications.

PREREQ: MAT 631, 661, AND 701.

MAT 704 Differential Equations 3 IR

Existence theorems for ordinary differential equations, linear differential equations and systems, Euler variational equations, typical Cauchy and boundary-value problems for partial differential equations.

PREREQ: MAT 632, 701.

MAT 705 Calculus on Manifolds 3 IR

Existence theorems for ordinary differential equations, linear differential equations and systems, Euler variational equations, typical Cauchy and boundary-value problems for partial differential equations.

PREREQ: MAT 602, 632, 661.

MAT 712 Functions of a Complex Variable I 3 Y

Cauchy theory, power series, analytic continuation, entire functions, the residue theorem, contour integration, maximum modulus theorem and applications, conformal representation. Dirichlet series, special functions.

PREREQ: MAT 602.

MAT 721 Probability I 3 Y

Measure and integration. Random variables, their distributions and transforms. Modes of convergence. Classical limit laws. Markov chains.

PREREQ: MAT 602, 701.

MAT 722 Probability II 3 Y

Conditional expectation. Martingales. Bownian motion. Ergodic theorem. Random walks.

PREREQ: MAT 721.

MAT 731 Rings and Modules 3 IR

Submodules, factor modules, chain conditions, Hilbert basis theorem, division rings, Schur's lemma, Jacobson density theorem, semi-simple modules, socles, Jacobson radical, semi-primitive rings, Artin-Wedderburn theorem, integral extensions, completions, localization.

PREREQ: MAT 631, 632.

MAT 732 Homological Algebra 3 IR

Free projective and injective resolutions, Tor and Ext functors, flat modules, regular sequences, regular rings, complete intersections, Koszul complexes, dimension, depth, Cohen-Macaulay rings, Gorenstein rings.

PREREQ: MAT 631,632,731.

MAT 738 Introduction to Algebraic Geometry 3 IR

The study of the zeros of polynomials. Classical algebraic varieties in affine and projective space, followed by introduction to modern theory of sheaves, schemes, and cohomology.

PREREQ: MAT 632.

MAT 750 Statistical Consulting 3 IR

Crosslisted with: STT 750

Experience in working with real data taken from current projects in the statistical laboratory and from published papers. R

MAT 752 Statistical Ranking, Selection, and Multiple Comparisons 3 IR

Statistical selection of the best category or population. Preference-zone and subset formulations. Multivariate preferences and populations. Applications. Recent developments, including Multiple Comparisons with the Best (MCB) and the Heteroscedastic Method (HM).

PREREQ: MAT 652.

MAT 753 Decision Theory 3 IR

Minimax theorems, completeness of the class of Bayes procedures. Invariance. Criteria for admissibility.

PREREQ: MAT 525.

MAT 754 Sequential Analysis 3 IR

General sequential decision problems, sequential probability ratio test, sequential test among three hypotheses, sequential estimation, optimal stopping, Wald's identity. Generalized SPRT's, Cox's theorem, sequential regression, functional equations, dynamic programming, sequential choice of experiments.

PREREQ: MAT 525.

MAT 755 Multivariate Statistical Analysis 3 IR

Multivariate normal distribution, conditional densities, partial correlation, multiple correlation, regression coefficients, maximumlikelihood estimates, Hotelling's statistic, Wishart distribution, tests of hypotheses, and linear discriminant functions.

PREREQ: MAT 525 OR 532.

MAT 761 Introduction to Algebraic topology 3 Y

Fundamental group covering spaces, chain complexes, simplicial or singular homology and cohomology theory, exact sequences, and the Eilenberg-Steenrod axioms.

PREREQ: MAT 632, 661.

MAT 762 Algebraic Topology 3 IR

Homology, cohomology ring, universal coefficient theorem, duality, homotopy, theory, selected topics.

PREREQ: MAT 632, 761.

MAT 771 Differential Geometry 3 IR

Differential manifolds, tensor fields and mappings, differential forms and Stokes's theorem, affine connections, exponential mapping, covariant differentiation, torsion and curvature tensors, Riemannian connections, complete Riemannian manifolds, other modern topics.

PREREQ: MAT 602, 632, 661.

MAT 781 Advanced Numerical Methods 3 IR

Numerical methods of linear algebra. Numerical treatment of large linear systems. Matrix inversions and eigenvalue analysis. Boundary and eigenvalue problems for ordinary and partial differential equations. Laboratory.
PREREQ: MAT 632, 684, 704.

MAT 782 Advanced Numerical Methods 3 IR

Numerical methods of linear algebra. Numerical treatment of large linear systems. Matrix inversions and eigenvalue analysis. Boundary and eigenvalue problems for ordinary and partial differential equations. Laboratory.
PREREQ: MAT 781.

MAT 800 Topics In Analysis 3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MAT 802 Real Variables II 3 IR

Topics in real variables and measure theory, such as differentiation theory in euclidean and abstract spaces, generalized derivatives and integrals, ergodic theory, martingales, surface area.
PREREQ: MAT 701.

MAT 804 Functional Analysis II 3 IR

Abstract integration, Radon-Nikodym theorem. Representation of set functions by integrals. Ergodic theorems. Duality. Weak topologies, convex sets, and extreme points. Elements of spectral theory.
PREREQ: MAT 702.

MAT 805 Partial Differential Equations 3 IR

First-order linear equations. Hamilton, Jacobi, and Lie transformations. Classifications of second-order linear equations. Boundary- and initial-value problems. Sturm-Liouville problems and connections with integral equations. Nonlinear equations.

MAT 807 Integral Equations 3 IR

Classification and examples of regular integral equations. Fredholm's theorems, Hilbert-Schmidt theory. Applications to differential equations. Nonlinear integral equations. Connections with general functional analysis.
PREREQ: MAT 804.

MAT 812 Functions of a Complex Variable 3 IR

Continuation of MAT 712
PREREQ: MAT 602.

MAT 820 Topics in Probability 3 IR R

MAT 830 Topics in Modern Algebra 3 IR R

MAT 850 Topics in Statistics 3 IR
Contents vary from semester to semester. May be repeated for credit with permission.

MAT 860 Topics in Topology 3 IR R

MAT 880 Topics in Numerical Analysis and Applied Mathematics 3 IR R

MAT 890 Advanced Seminar 1-6 IR
For advanced graduate students and staff members; credit determined by extent of participation in the seminar. R

MAT 999 Dissertation 0-15 S

Research work on a doctoral dissertation, under supervision of some member of the graduate staff. Credit depends on amount of time devoted to the work; course may be repeated up to a maximum of 30 credits. R14, 30 credits maximum

Middle Eastern Studies

MES 644 Israel and Palestine: Historical Approaches 3

Crosslisted with: HST 644
A thorough historical grounding for understanding contemporary Israel and Palestine in terms of changing social, economic, cultural and political contexts.

MES 668 Middle East in Anthropological Perspective 3 IR

Crosslisted with: ANT 668, IRP 668; Double Numbered with: MES 468
Anthropology of the social, cultural, geographical, and political realities of the Middle East. Additional work required of graduate students.

MES 682 Social Theory and Middle East Politics 3 IR

Crosslisted with: PSC 682
Orientalist, Marxian, Weberian, and postmodern viewpoints about such issues as colonialism, Islamism, nationalism, secularism, authoritarianism, modernity, and patriarchy in the Middle East.

MES 707 Culture in World Affairs 3

Crosslisted with: ANT 707, IRP 707
A systematic survey of the ways in which local, organizational, and transnational issues in world affairs are affected by culture.

Native American Studies

NAT 600 Selected Topics 1-3 S

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

NAT 645 Public Policy and Archaeology 3 IR

Crosslisted with: ANT 645; Double Numbered with: NAT 445
Proactive critique of public policy and implementation efforts to preserve and protect archaeological and historical sites and resources. Additional work required of graduate students.

NAT 647 Archaeology of North America 3 IR

Crosslisted with: ANT 647; Double Numbered with: NAT 447
Introduction to the regional prehistory of North America north of Mexico, from the late Pleistocene until European contact. Adaptation of prehistoric human populations to their ecosystems. Additional work required of graduate students.
PREREQ: ANT 141, 145.

NAT 656 Representations of Indigenous Peoples in Popular Culture 3 IR

Crosslisted with: ANT 656; Double Numbered with: NAT 456
Contested images used by colonizers and other non-indigenous people to represent Native Americans and other indigenous peoples. How indigenous people represent themselves in a variety of media. Additional work required of graduate students.

NAT 659 Contemporary Native North American Issues 3 IR

Crosslisted with: ANT 659; Double Numbered with: NAT 459
Contemporary issues including federal Indian policy, population controls, fishing rights, religious freedom, land disputes, gaming, repatriation, environmental colonialism, and Native American artistic response. Additional work required of graduate students.

NAT 661 Museums and Native Americans 3 IR

Crosslisted with: ANT 661; Double Numbered with: NAT 461
The contested relationships among Native North Americans and museums from earliest contact until the present. Topics include: "salvage" ethnography, collecting practices, exhibition, and recent shifts in power. Additional work required of graduate students.

Persian

PRS 620 Language Training in Preparation for Research Using Persian 3 S

Language instruction to prepare students to conduct research in areas that require knowledge of Persian. Permission of instructor. R3, 12 credits maximum

Philosophy

PHI 500 Selected Topics 1-3 IR

Study of a significant philosopher or philosophical movement. R

PHI 510 Topics in Ancient Philosophy 3 Y

Examination of principal works such as Plato's Sophist or Aristotle's Metaphysics, or of central themes such as weakness of will or knowledge and belief. R

PHI 533 Philosophy of Mind 3 IR

Classical and modern theories on the nature of the human mind.

PHI 550 Selected Topics in Philosophy 1-3 IR

Study of a significant philosophical problem. R

PHI 551 Mathematical Logic 3 IR

Predicate calculus with identity, its relationship to mathematics and to computer theory. Important results concerning independence, consistency, completeness, decidability and computability.
PREREQ: PHI 251 OR MAT/CIS 275.

PHI 552 Modal Logic 3 IR

Systems of modal logic (logic of the terms "necessary" and "possible"). Formalization and evaluation of modal arguments and basic concepts of metatheory and semantics. Related logics.
PREREQ: PHI 252, 551.

PHI 555 Philosophy of Mathematics 3 IR

Diverse ways in which philosophers from Plato to Wittgenstein have understood the concept of mathematics.

PHI 565 Philosophy of Language 3 IR

Concept and phenomenon of language. Logical, epistemological, and metaphysical ramifications of natural language and speech.
PREREQ: PHI 251, 551.

PHI 573 Philosophy of Physical Science 3 IR

Impact of classical mechanics, relativity, and quantum theory on philosophical accounts of space, time, matter, and causality.

PHI 575 Philosophy of Social Science 3 O

Crosslisted with: SOS 575
Philosophical and methodological issues in social and behavioral science. Role of laws in explanation of human action, methodological individualism and holism, functional explanation, value-neutrality, behaviorism, and computer simulation.

PHI 583 Metaphysics 3 IR

Introduction to metaphysical inquiry.

PHI 593 Ethics and the Health Professions 3 IR

Crosslisted with: REL 551
Ethical theories in professional, organizational, and political-economic fields in health care. Specific issues: assisted suicide, professional codes, ethics of "cost-cutting" and justice with respect to care.

PHI 594 Bioethics 3

Crosslisted with: REL 552
Use of ethical theory in thinking about case problems in health care. Moral dilemmas: use of reproductive technologies, abortion, surrogate motherhood, research with humans, refusal and withdrawal of treatment, physician-assisted suicide.

PHI 600 Selected Topics 1-6 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PHI 615 Kant's Critique of Pure Reason 3 IR

Readings, papers, and discussions aimed at appraising value of the Critique, both as a historical document and as a continuing source of philosophical questions and answers.

PHI 617 Proseminar: History of Philosophy 3 Y

Analysis of arguments and concepts in the history of philosophy. At least two major philosophical problems, as examined in the works of at least three major philosophers. Writing-intensive.

PHI 618 Hegel, Marx, and Nietzsche 3 IR

Double Numbered with: PHI 418
Interrelationships and contemporary debate over interpretations of their major works. Topics include: philosophy of history, human nature, dialectics, theory of knowledge, alienation, concepts of self and freedom. Additional work required of graduate students.

PHI 622 Twentieth Century French and German Philosophy 3 IR

Double Numbered with: PHI 422
Twentieth-century French and German philosophical criticism of the legacy of the Enlightenment and its conceptions of subjectivity and epistemology. Critical theory, hermeneutics, poststructuralism, and psychoanalytically inspired theories. Additional work required of graduate students.

PHI 640 Continental Philosophy of Religion 3 IR

Crosslisted with: REL 660
Continental philosophers such as Husserl, Heidegger, Levinas, Derrida, Foucault, Deleuze, Irigaray, and Marion. Their influence on theology, religious theory. Topics include overcoming onto-theology; phenomenology, deconstruction and theology; return of religion. R1, 6 credits maximum

PHI 650 Selected Topics in Philosophy 3 IR

R

PHI 651 Logic and Language 3 Y

Introduction to systems of formal logic and their relationships with natural language. Standard logic; its relationships with linguistics, philosophy, and mathematics. Translation and the limits of formalization.

PHI 665 Problems in Philosophy of Language 3 IR

Selected areas or problems in the philosophy of language, e.g., meaning and reference, speech-act theory, logical form, referential opacity, generative semantics, or semantics and ontology. R

PHI 673 The Structure of Science 3 IR

Such topics as relations among observations, laws, and theoretical construct: nature of scientific explanations, philosophical theories of probability, and character of inductive reference.

PHI 687 Proseminar: Language, Epistemology, Mind and Metaphysics 3 IR

Selected major philosophical problems in philosophy of language, epistemology, philosophy of mind, and/or metaphysics, as examined in the works of at least three major philosophers. Writing intensive.

PHI 693 Proseminar: Moral and Political Philosophy 3 S

Selected major philosophical problems in moral and political philosophy as examined in the works of at least three major philosophers. Writing intensive.

PHI 695 Aesthetics 3 IR

Chief aesthetic theories from Plato to the present. Application to literature and the fine arts.

PHI 696 Selected Problems in Aesthetics 3 IR

Philosophical issues that arise within the various arts and literature.
PREREQ: PHI 695.

PHI 700 Research in History of Philosophy 3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PHI 710 Seminar in Ancient and Medieval Philosophy 3 IR

R

PHI 730 Seminar in Modern Philosophy 3 IR

R

PHI 740 Seminar in Contemporary Philosophy 3 IR

R

PHI 750 Seminar in Current Philosophical Problems 3 IR

R

PHI 840 Seminar in Metaphysics 3 IR

R

PHI 850 Seminar in Theory of Knowledge 3 IR

R

PHI 860 Seminar in Ethics and Value Theory 3 IR

R

PHI 870 Seminar in Aesthetics 3 IR

R

PHI 880 Seminar in Social and Political Philosophy 3 IR

R

PHI 997 Masters Thesis 1-15 S

R

PHI 999 Dissertation 1-15 S

R

Physics

PHY 523 Advanced Mechanics 3 E

Moving coordinate systems, systems of particles, mechanics of rigid bodies, normal modes of vibrating systems.
PREREQ: PHY 360.

PHY 531 Thermodynamics and Statistical Mechanics 3 O

Laws of thermodynamics, temperature, work, heat. Thermodynamic potentials and methods. Application to special systems, low-temperature physics. Classical statistical mechanics. Quantum statistics. Connections between thermodynamics and statistical mechanics.
PREREQ: PHY 361.

PHY 567 Introduction to Quantum Mechanics I 4 Y

Problems with classical physics; one dimensional Schrodinger equation, concepts and illustrative problems; N particle systems including separation of center of mass, identical particles, and Pauli principle; Schrodinger equation in three dimensions.
PREREQ: PHY 361, PHY 424/ELE 324.

PHY 568 Introduction to Quantum Mechanics II 3 Y

Angular momentum including raising/ lowering operators and spherical harmonics; hydrogen atom; spin and addition of angular momentum; time independent perturbation theory; structure of and radiation from atoms; scattering; and elementary particles.
PREREQ: PHY 567.

PHY 576 Introduction to Solid-State Physics 3 Y

Crosslisted with: ELE 642
Elementary aspects of physics of solids; crystal lattices and diffraction, phonons and thermal properties in crystals, elementary band theory, and semi-conductor physics.
PREREQ: PHY 567.

PHY 581 Methods of Theoretical Physics I 3 Y

Calculus of variations. Fourier series and integrals. Matrices. Linear vector spaces. Orthogonal polynomials. Sturm-Liouville equations. Singular points of differential equations. Special functions. Distributions.
PREREQ: MAT 511.

PHY 614 Graduate Laboratory 3 Y

The student will select a topic in experimental physics and undertake an open-ended investigation with research-quality equipment in an active research laboratory or in a departmental facility. Ideas and progress will be discussed at a weekly seminar.

PHY 615 Biological and Medical Physics 3 Y

Double Numbered with: PHY 315
Signal, energy, and information processing by cells. Evolution; cell structure and function; neurophysiology; biological control, chaos; biological motors, pumps, and receptors; systems analysis, scaling, dimensionality; spectroscopy and biomedical imaging. Additional work required of graduate students.
PREREQ: PHY 212 OR 216.

PHY 621 Classical Mechanics 3 Y

Aspects of classical mechanics of significance to modern physical theory. Conceptual structure of Newton's mechanics, Lagrange's equations, Hamilton's principle, canonical equations and canonical transformations, Hamilton-Jacobi theory, small oscillations, rigid-body motion.

PHY 641 Advanced Electromagnetic Theory I 3 Y

Review of Maxwell's equations, Relativity and Covariant electrodynamics, conservation laws, Green function approach. Radiation from point and extended sources. Radiation reaction.
PREREQ: PHY 425/ELE 325.

PHY 642 Advanced Electromagnetic Theory II 3 Y

Advanced topics illustrating electrodynamics of continuous media; plasmas; superconductivity and vacuum phenomena; particle optics; classical field theory, etc.
PREREQ: PHY 641, MAT 511.

PHY 651 Instrumentation in Modern Physics 3 Y

Double Numbered with: PHY 351
Familiarizing students with instrumentation used in modern laboratories. Topics include detectors used in science and medicine, electronic noise mechanisms, computerized data acquisition systems. Independent research projects are encouraged. Additional work required of graduate students.
PREREQ: PHY 221; COREQ: PHY 222.

PHY 661 Quantum Mechanics I 3 Y

Origins of quantum mechanics. Schrödinger and Heisenberg formulation. Problems in one, two, and three dimensions. Abstract formalism. Angular momentum and spin. Scattering theory. Symmetry properties. Perturbation methods. Identical particles. Applications to atomic and nuclear systems.
PREREQ: PHY 567.

PHY 662 Quantum Mechanics II 3 Y

Origins of quantum mechanics. Schrödinger and Heisenberg formulation. Problems in one, two, and three dimensions. Abstract formalism. Angular momentum and spin. Scattering theory. Symmetry properties. Perturbation methods. Identical particles. Applications to atomic and nuclear systems.
PREREQ: PHY 567.

PHY 663 Problem Solving in Graduate Physics 3 Y

Problem solving skills and topics not covered in courses the previous year.
PREREQ: PHY 662.

PHY 676 Condensed Matter Physics 3 E

Dielectric, optical, and magnetic properties of matter. Magnetic and superconducting phases. Quantum transport and quantum Hall effect.
PREREQ: PHY 576/ELE 642, PHY 662.

PHY 690 Independent Study 1-3 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

PHY 731 Thermodynamics and Statistical Mechanics 3 Y

First and second laws of thermodynamics, Boltzman's integrodifferential equation, Gibb's statistical mechanics, petit and grand ensembles, quantum statistics.
PREREQ: PHY 531.

PHY 750 Topics in Advanced Condensed Matter/Physics Theory 3 IR

Electron band theory. Electron-phonon interaction. Superconductivity. Impurities in crystals. Many-body Green's function. Disorder and localization. Amorphous materials.
PREREQ: PHY 731, 763. R

PHY 765 Models of Condensed Matter 3 IR

Theoretical models for phases of condensed matter. Superconductivity, weak and strong disorder, magnetism, renormalization group theory of phase transitions. Many-body Green's functions and broken-symmetry concept.
PREREQ: PHY 576/ELE 642, PHY 763.

PHY 771 High Energy Particle Physics I 3 E

Classification of subatomic particles. Passage of particles through matter. Production, selection, and detection of high-energy particles. Invariance principles and dynamic laws of strong, electromagnetic, and weak interactions: their experimental discovery and confirmation. Review of outstanding problems.
PREREQ: PHY 662.

PHY 772 High Energy Particle Physics II 3 E

Classification of subatomic particles. Passage of particles through matter. Production, selection, and detection of high-energy particles. Invariance principles and dynamic laws of strong, electromagnetic, and weak interactions: their experimental discovery and confirmation. Review of outstanding problems.
PREREQ: PHY 662.

PHY 775 High Energy Particle Theory I 3 O

Detailed treatment of modern unified weak-electromagnetic and strong theories of matter. Methods of treating the underlying gauge theories. Applications to elementary particle processes.
PREREQ: PHY 763.

PHY 776 High Energy Particle Theory II 3 O

Detailed treatment of modern unified weak-electromagnetic and strong theories of matter. Methods of treating the underlying gauge theories. Applications to elementary particle processes.
PREREQ: PHY 763.

PHY 785 Theory of Relativity I 3 O
Special and general theory of relativity. First semester: technical introduction to established theory. Part of second semester: current research topics.
PREREQ: PHY 621 PREREQ OR COREQ: PHY 642.

PHY 786 Theory of Relativity II 3 O
Special and general theory of relativity. First semester: technical introduction to established theory. Part of second semester: current research topics.
PREREQ: PHY 621 PREREQ OR COREQ: PHY 642.

PHY 795 Modern Cosmology 3 SI
Introduction to main ideas of modern cosmology. Expanding universe within general relativity; thermodynamics and cosmology; the cosmic microwave background; dark matter; dark energy and inflation; structure formation in the universe and connections between cosmology and particle physics.

PHY 831 Statistical Mechanics of Fields and the Renormalization Group 3 Y
A continuation of graduate statistical physics. Topics include: collective modes and quasiparticles, Ginzburg-Landau theory, modern theory of phase transitions, and the renormalization group.
PREREQ: PHY 731.

PHY 880 Selected Topics in Advanced Theoretical Physics 3 Y
Topics vary over advanced field theory, gravitational physics, condensed matter theory, solitons, supersymmetry, cosmology, string theory, and others. With permission, may be taken more than once for credit.
PREREQ: PHY 662. R1, 3 credits maximum

PHY 885 Quantum Field Theory I 3 O
Physical foundations of field quantization. Free fields. Fock space. Lagrangian and functional formulations. Interacting fields: quantum electrodynamics, weak and strong interactions. Renormalization. Path integrals. Symmetry and invariance. Nonabelian gauges.
PREREQ: PHY 763.

PHY 886 Quantum Field Theory II 3 O
Physical foundations of field quantization. Free fields. Fock space. Lagrangian and functional formulations. Interacting fields: quantum electrodynamics, weak and strong interactions. Renormalization. Path integrals. Symmetry and invariance. Nonabelian gauges.
PREREQ: PHY 763.

PHY 890 Minor Problems In Physics 1-3 S
Independent study and experimentation in some subject in physics. R

PHY 990 Independent Study 1-6 S
In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

PHY 997 Masters Thesis 1-6 Y
R

PHY 999 Dissertation 0-15 Y
R

Polish

POL 620 Language Training in Preparation for Research Using Polish 3 S
Language training to prepare students to conduct research in areas that require knowledge of Polish. R3, 12 credits maximum

Political Science

PSC 500 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PSC 600 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PSC 602 Public Policy Analysis: Theory and Practice 3 Y
Crosslisted with: SOS 604
Overview of policy literature, including political economy and practical politics. Formal analyses and case studies.

PSC 611 American Parties and Elections 3 IR
Political parties, interest groups, and electoral behavior in American political context.

PSC 612 Development of the American Administrative State 3 IR
Origins, development, and character of the American administrative state from 1877 to the present. Welfare state, regulatory state, and the civil state.

PSC 621 Theories of American Politics 3 IR
Basic introduction to the ways in which political scientists have conceptualized and studied American politics, primarily through an examination of influential approaches and "classic" works.

PSC 651 Theories of International Relations 3 Y
Contemporary theories of international relations. Approaches to understanding and explaining international behavior at single-nation, multiple-nation, and systematic levels.

PSC 655 Global Information Technology Policy 3 Y
Crosslisted with: IRP 655, PPA 655
Policy implications of the increasingly important interaction between information technology development and the governance process.

PSC 670 Experience Credit 1-6 S
Crosslisted with: PPA 670
Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

PSC 671 Comparative Political Analysis 3 Y
Major theoretical approaches in comparative analysis: structural functionalism, systems, Marxism, dependency theory. Comparative research techniques: use of elite studies, aggregate data, theory, cross-national surveys, political sociology, diachronic analysis, and causal modeling.

PSC 681 Comparative State, Society Relations 3 E
Crosslisted with: AAS 681
Conceptual, methodological, and theoretical tools in comparing state, society relations, and their political and socioeconomic outcomes in the Pan African world and the rest of the world.

PSC 682 Social Theory and Middle East Politics 3 Y
Crosslisted with: MES 682
Orientalist, Marxian, Weberian, and postmodern viewpoints about such issues as colonialism, Islamism, nationalism, secularism, authoritarianism, modernity, and patriarchy in the Middle East.

PSC 690 Independent Study 1-6 S
In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

PSC 691 Logic of Political Inquiry 3 Y
Major debates in logic of political inquiry. Includes alternative approaches to explanation and theory, nature of political knowledge, place of values in political inquiry, and policy relevance of political science.

PSC 693 Introduction to Quantitative Political Analysis 3 Y
Basic statistics, including measures of central tendency and dispersion, hypothesis testing, indices of association, and bivariate analysis. Application of statistics to political science data.

PSC 694 Qualitative Political Analysis 3 Y
Survey of qualitative methods in political science research. Topics include elite interviewing, participant observation, content analysis, and discourse analysis. Discussions center on research practices and exemplary applications.

PSC 700 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PSC 704 Comparative Political Economy 3 Y
Political economy of economic growth, redistribution and inequality. Political institutions, origins and evolution. Cross-national variations in economic institutions.

PSC 705 Science and Public Policy 3 Y
Processes, problems, and policies arising from the reciprocal impact of science and technology on society, government, and public policy and of governmental actions upon the further development of science.

PSC 706 United States National Security: Defense and Foreign Policy 3 IR
Crosslisted with: PPA 706
Current problems in planning and administering national security policy in the United States.

PSC 707 National Planning and Capacity to Govern 3 IR
Crosslisted with: PPA 707
Current problems of long-run policy making and execution. Social and political preconditions and consequences of economic, defense, development, or social planning. Problems of intergenerational fairness, forecasting, freedom, administration, and public private sector relationships.

PSC 711 American Constitutional Development 3 IR
Key moments, periods, and themes in American constitutional development. The influence of constitutional ideas and institutions on political development and the influence of political ideas and institutions on the Constitution.

PSC 712 Public Opinion and Communication 3 IR
Comparative perspective, emphasizing United States. Opinion formation, political communication systems, impact of news media, propaganda, and methods, including opinion surveys and content analysis.

PSC 713 Congress and the Presidency 3 IR
Separate and shared powers of Congress and the Presidency. Consequences for policy making.

PSC 714 Federalism, State, and Local Politics 3 IR
Origins and significance of federalism for American politics. Role of states and localities. Sources of conflicts in state-local politics. Nature of state-local political processes. Intergovernmental relations.

PSC 715 Judicial Politics 3 IR
Judicial structure and process, emphasizing U.S. Supreme Court. Behavioral and institutional perspectives on judicial attitudes and behavior.

PSC 716 Foundations of American Political Thought 3 Y
Crosslisted with: HST 682, SOS 716
American political thought to about 1820. Puritans, American Revolution, establishment of the Constitution, and thought of Hamilton and Jefferson.

PSC 752 International Law and Organizations 3 IR
Foundations and application of international law. Institutional and political capability of international organizations. Recent theoretical and methodological development.

PSC 753 International Political Economy 3 Y
Relation between international politics and economics. Neoclassical and leftist approaches to problems of expansion, North-North relations, North-South relations, and system transformation.

PSC 754 International Conflict and Peace 3 IR
Forms of international conflict and explanations for occurrence and resolution.

PSC 755 Politics and Governance in the Information Age 3 IR
The impact of advanced computing and communications technologies on the structure, organization, and behaviors of contemporary systems of public governance.

PSC 756 Politics of the European Union 3 Y
History, institutions, policies, and political dynamics of the European Union and its relations with the rest of the world.

PSC 757 Non-State Actors in World Affairs 3 IR
Analysis and assessment of the causes of transnational non-state activism, the means and goals chosen by activists, and the effects of non-state actors in international and domestic affairs.

PSC 760 Foreign Policy Seminars 3 Y
Selected aspects of foreign policy, such as American foreign policy, Soviet foreign policy, and foreign policy analysis. R

PSC 769 Comparative Parties and Politics 3 IR
Political parties, interest groups, the electorate, and legislative behavior in a comparative political context.

PSC 779 Political and Social Change 3 IR
Effects of long-term changes in societies on political behavior and institutions. Modernization.

PSC 780 Seminar on Political Systems 3 Y
Political systems and political system change in selected nations and regions. Seminars may focus on one nation/region or they may analyze a substantive topic comparatively. R

PSC 781 Politics of the Developing World 3 IR
The socio-economic, political, and cultural issues shaping people's lives in the more than 140 state-societies that constitute the "Third World."

PSC 782 Politics of China 3 Y
Political development, political institutions, and political economy of China and Chinese foreign relations, emphasizing the reform era.

PSC 783 Comparative Foreign Policy 3 S
Systematic development of theories of foreign policy not limited to a single nation, decision, situation, or time. Definitions of foreign policy and logic of comparative analysis; historical roots of study of foreign policy; theories of war proneness, change and cooperation; examination of how foreign policy is made.

PSC 784 Comparative Social Movements 3 IR
Development of the national social movement in Europe, culture and movements, organizations, collective identity, religion, movements and state institutions, comparative political contexts for movements, and others, using cases from Europe, the United States, Asia, and elsewhere.

PSC 785 Comparative Civil-Military Relations 3 IR
Theory and practice of civil-military relations. The military's role in the modern state and in modern society. Broad geographic coverage, including the United States, Europe, Latin America, Africa, the Middle East, and Asia.

PSC 786 Russian and Post-Soviet Politics 3 IR
Political institutions and political development of Russia and other post-Soviet and post-communist states, particularly since 1991.

PSC 787 Democracy and Democratization 3 IR
Nature of modern democracy, contemporary transitions to democracy in countries around the world, problems of democratic consolidation and democratic theory, and the effects of democracy on the economy and world politics.

PSC 792 Research Design 3 Y
Logic of designing research in political science. Conceptual, theoretical, and empirical analysis. Focus on developing dissertation proposals.

PSC 793 Constructing the World Polity 3 IR
Survey of constructivist research. Comparisons of constructivist theories, comparisons to other theories of world politics, and reviews of exemplary empirical applications.

PSC 794 Advanced Quantitative Political Analysis 3 IR
Multivariate data analysis, including regression, causal analysis, time series, and factor analysis. Theoretical uses, implications, and meanings of techniques. Techniques applied through computer analyses using SPSS, SAS. Prereq: PSC 691 or equivalent. PREREQ: PSC 691.

PSC 795 Antonio Gramsci and the Development of Cultural Marxism 3 SI
Power, cultural hegemony, and ideological struggle in capitalist societies. Theoretical currents running through Marx, Gramsci, and contemporary interpreters. Includes substantial readings from Gramsci's major theoretical statement, the "Prison Notebooks."

PSC 796 Formal Theories of Choice 3 IR
Production of collective states from individual choice. Role of evaluative concepts like equality, liberty, and rights in such efforts. Design theory, game theory, impossibility theorems, voting rules, distributive justice, market models.

PSC 797 Contemporary Normative Theory 3 Y

Major debates in contemporary democratic theory: extent of and rationale for political participation; relation of material and political equality; tension between liberty and equality. Theories of justice: Rawls, utilitarianism, Nozick.

PSC 798 Political Cognition 3 SI

Research seminar applying constructs and techniques of cognitive science and allied fields to political psychology questions. Foundational works in cognitive science. Applications to participation, socialization, attitude formation, and political decision making.

PSC 800 Selected Topics 1-3 IR

Seminar R

PSC 810 Selected Topics in Public Administration 3 IR

Seminar R

PSC 820 Selected Topics in American Politics 3 IR

Seminar R

PSC 860 Selected Topics in International Relations 3 IR

Seminar R

PSC 880 Selected Topics in Comparative Politics 3 IR

Seminar R

PSC 901 Readings and Research on Political Theory and Methodology 1-3 S
R

PSC 911 Readings and Research on Public Administration and Policy 1-3 S

Crosslisted with: PPA 930
R2, 9 credits maximum

PSC 920 Readings and Research on American Politics 1-3 S
R

PSC 960 Readings and Research on International Relations 1-3 S
R

PSC 970 Experience Credit 1-6 S

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

PSC 980 Readings and Research on Comparative Politics 1-3 S
R

PSC 990 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

PSC 999 Dissertation 1-15 S
R

Portuguese

POR 620 Language Training in Preparation for Research Using Portuguese 3 S

Language training to prepare students to conduct research in areas that require knowledge of Portuguese. R3, 12 credits maximum

Psychology

PSY 611 Proseminar Methods and Topics in Cognitive Psychology 3 SS

Discussion of methods, theories, and findings for student selected and faculty-selected topics in cognitive psychology. R3, 12 credits maximum

PSY 612 Advanced Experimental Psychology 3 O

Current theories, topics, and methods in experimental psychology. Analysis and critique of research that uses experimental methods. Permission from Instructor.

PSY 615 Behavioral Pharmacology 3 SI

Behavioral effects of major psychoactive drugs. Basic concepts in pharmacology, behavioral techniques in drug research, the current status of minor and major tranquilizers, antidepressants, stimulants, hallucinogens, and drugs of abuse. Permission from Instructor.

PSY 621 Contemporary Behavioral Approaches in Health Psychology 3 E

Theory and methods derived from advances in psychology. Biofeedback autogenic training, guided imagery, hypnosis, and multimodal psychophysiological techniques. Permission from Instructor.

PSY 622 Cognitive Psychology: Memory and Attention 3 O

Theory and experimentation in human cognition emphasizing how information processing models are constructed, tested, and modified. Permission from Instructor.

PSY 623 Psychological Research of Family Systems 3 O

General systems theory as related to psychological processes. Current research programs on psychopathology and family systems. Psychological and empirical focus; not a therapy course. Permission from Instructor.

PSY 624 Research Methods in Clinical Psychology 3 Y

Application of experimental and correlational methods to clinical psychology. Experimental design. Regression techniques. Single-subject research. Writing and critiquing research in clinical psychology. Permission from Instructor.

PSY 626 Cognitive Neurochemistry 3 IR
Double Numbered with: PSY 426

Neurochemical pharmacology and cognitive decline. Organization of neurotransmitter systems in mammalian brain, neurochemical approaches to cognitive disorders, measurement of neurotransmitters in previously frozen rat brain tissue. Additional work required of graduate students. Permission of Instructor.

PSY 631 Alcohol Use and Abuse 3

Double Numbered with: PSY 431

Psychological theory and research on alcohol use and the development of abuse and dependence. Considers controversial topics related to alcohol abuse prevention, regulation, and treatment. Permission of Instructor.

PSY 640 Psychology of Gender 3 IR

Crosslisted with: WGS 640

Research and literature related to sex differences. Process of socialization of girls and boys, women and men in American society. Permission of Instructor. R

PSY 647 Clinical Assessment I 3 Y

Experience in administration, interpretation, and report writing with individual intelligence tests, objective personality measures, and related clinical tools. Discussion of testing theory. Permission of Instructor.

PSY 649 Ethical and Professional Issues in Clinical Psychology 3 Y

Professional, ethical, scientific, training, and practice issues in clinical psychology. Detailed coverage of some recent assessment, treatment, and conceptual issues. Permission of Instructor.

PSY 651 Introduction to Statistical Methods 3 IR

Application of statistical methods. Exploratory data analysis and graphical display. Statistical indices, distributions, and data reexpression. Uses and limitations of correlation and regression. Foundations of statistical inference. Additional work required of graduate students. Permission of Instructor.

PSY 653 Psychological Measurement 3 SI

Double Numbered with: PSY 353

Principles of measurement with respect to the development and use of norm referenced and criterion referenced tests. Issues related to test bias and assessment. Permission of Instructor.

PSY 655 Statistical Methods II 3 Y
Distributions, graphs, exploratory data analysis, and descriptive statistics. Correlation and regression. Sampling and experiments. Probability models. Confidence intervals and significance tests for measured data, count data, and regression models. Computer applications. Prereq: Introduction to statistics.

PSY 674 Advanced Social Psychology 3 E
Recurrent methodological problems in social psychology. Integration of experimental design, research findings, and theoretical formulations. Permission of Instructor.

PSY 675 Social Influences on Human Sexual Behavior 3 IR
Double Numbered with: PSY 475
Theory and research linking social and cultural variables with the sex-related attitudes and behaviors of individuals. Importance of social learning as the major determinant of sexual motivations and variations in sexual preferences. Additional work required of graduate students. Permission of Instructor.

PSY 676 Group Processes 3 E
Research and theory. Social communication, group cohesiveness, social norms and roles, leadership, group productivity, and related topics. Permission of Instructor.

PSY 677 Social Cognition 3 O
Social inference, attribution theory, psychological control, social schemata, attention, person memory and social cognition biases. Permission of Instructor.

PSY 678 Attitude Change 3 E
Research and theory concerning the formation and change of beliefs and attitudes. Factors that influence the effectiveness of persuasive communications, cognitive organization, the relation of belief to action, and related topics. Permission of Instructor.

PSY 679 Research Methods in Social Psychology 3 IR
Methodology of research in social psychology. Experimental design, sampling procedures, observational methods, questionnaires and interviews, sociometric methods, attitude scaling, analysis and interpretation of data. Permission of Instructor.

PSY 680 Seminar in Health Psychology 3 Y
Psychological factors as they interact with health and illness. Includes presentation on cardiovascular disorders, pain, diabetes, issues pertaining to health care, primary care psychology, spirituality and health, and prevention, among other selected topics. Permission of Instructor.

PSY 682 Physiological Processes and Health Psychology 3 IR
Graduate level introduction to basic human physiology within the context of health psychology. Particular focus on multi-directional interactions between physiological processes, behavior, and psychological variables. Permission of Instructor.

PSY 691 Meta-Analysis 3 IR
Statistical procedures, as well as practical issues involved in the conduct of meta-analyses. Permission of Instructor.
PREREQ: PSY 655.

PSY 693 Advanced Personality 3 IR
Concepts and research in the development, motivation, and organization of personality. Recent empirical findings.
PREREQ: PSY 205 OR 209.

PSY 696 Neuropsychology 3 IR
Theoretical, empirical, and clinical diagnosis, understanding, and treatment of individuals with neurological disturbance. In-depth study of human brain function and dysfunction. Implications for new theory, research, and treatment. Permission of Instructor.

PSY 730 Seminar in Experimental Psychology 3 E
Discussion, readings, and projects in experimental psychology. Topics vary. Permission of Instructor. R1, 6 credits maximum

PSY 734 Developmental Psychology: Infancy and Childhood 3 IR
Infant and child behavior. Research methods and strategies, empirical relationships, theories of child development, and theories of behavior. Permission of Instructor.

PSY 736 Developmental Psychology: The Adult Years and Aging 3 O
Developmental theory relating to the adult years and aging. Developmental trends in such areas as psychomotor function, performance, abilities motivation, personality. Permission of Instructor.

PSY 737 Experimental Psychology: Cognition and Human Aging 3 IR
Basic and applied experimental psychological research in the area of cognition and human aging. Emphasizing aging and perception, attention, learning, memory, and intelligence. Permission of Instructor.

PSY 745 Introduction to Psychotherapy 3 Y
Major approaches to adult psychotherapy and their relationship to personality development and change. Permission of Instructor.

PSY 746 Survey to Psychotherapy Research 3 SI
Seminar on research philosophies, experimental designs, methodological issues, and major findings in psychotherapy research. Permission of Instructor.

PSY 756 Statistical Methods in Psychology III 3 Y
Continuation of PSY 655. Analysis of variance and related techniques, with emphasis on fundamental experimental designs; multiple comparisons; tests of assumptions; introduction to multiple regression, multiple correlation, and the linear model.
PREREQ: PSY 655.

PSY 757 Multiple Correlation and Regression 3 IR
Regression versus correlation models. Interpreting regression coefficients, and multiple, partial, and semipartial correlation coefficients. Choosing and cross-validating models. Locating outlying and influential cases. Computer packages and extensive application to behavioral science data.

PSY 761 Introductory Seminar in School Psychology 3 O
Scientist-practitioner model: theory, research, legal and ethical issues in databased practice of school psychology. Roles, functions, and goals. Service-delivery approaches within educational and sociocultural contexts. Permission of Instructor.

PSY 762 Cognitive Intellectual Assessment 3 O
Theory and research on intellectual change and standardization of intelligence tests. Experience in administering, scoring, and interpreting recent measures of intelligence and cognitive functioning in practicum component. Measurement, bias, legal and ethical issues in assessment component. Permission of Instructor.

PSY 763 Direct Academic Assessment 3 E
Direct assessment of children's academic performance using curriculum-based measures and systematic observation. Research comparing direct assessment to norm-referenced testing and legal and ethical issues in using direct assessment for classification and intervention. Permission of Instructor.

PSY 764 Socioemotional Assessment 3 E
Research on socioemotional assessment from multiple theoretical perspectives. Experience administering, scoring, and interpreting diverse measures of socioemotional functioning. Measurement, legal, and ethical issues in assessment for classification and intervention. Permission of Instructor.

PSY 765 Principles of Behavior Modification 3 O
Experimental and theoretical advances in learning relevant to the management of clinical phenomena. Operant and classical conditioning, modeling, aversive controls, extinction, and issues in behavior therapy. Permission of Instructor.

PSY 775 Seminar in Social Psychology 3 IR
Discussion, readings, and projects in selected topics in social psychology. Permission of instructor. R3, 12 credits maximum

PSY 840 Advanced Practicum in Clinical Health Psychology 3 S
Health psychology field placement. Practicum experience in multidisciplinary settings. Interviewing, brief intervention, ethics, diversity, contemporary issues in the field. Permission of Instructor.

PSY 843 Seminar in Psychopathology 3 Y
Discussion, readings, and projects on selected topics in psychopathology and related areas. Presupposes a knowledge of personality theory and abnormal psychology. Permission of Instructor.

PSY 847 Practicum in Psychotherapy 3 Y
Theory, technique, and supervised experience in conducting psychotherapy. Supervision and training of novice psychotherapists. Permission of Instructor.

PSY 849 Advanced Practicum in Clinical Psychology 3 IR
For advanced students in psychological diagnosis and treatment. Supervised experience in counseling, play therapy, group therapy, and psychological diagnosis with children and adults. May be taken for a maximum of six credits.
PREREQ: PSY 741, 742. R1, 6 credits maximum

PSY 851 Clinical Therapy Experience Practicum 0-3 O
Clinical psychology graduate students will conduct intake assessments, psychotherapy, and interventions as necessary with clients in the Psychological Services Center or other placement. They will receive supervision and develop their clinical intervention skills.
PREREQ: PSY 847.

PSY 853 Experimental Design and Statistical Tests 3 Y
Experimental design and appropriate statistical tests. Use of the analysis of variance and covariance techniques.
PREREQ: PSY 756.

PSY 854 Statistical Analysis in Research Design 3 E
Applications of logic transformation to models for binary responses and design of observational studies. Issues of reliability, research design, and analysis.
PREREQ: PSY 853.

PSY 857 Multivariate Analysis 3 IR
Statistical techniques dealing with situations involving many variables. Multivariate analysis of variance, discriminant analysis, canonical correlations, and classification procedures.
PREREQ: PSY 756.

PSY 860 Topics in Psychology 3 IR
Special topics of current interest. Topics vary from semester to semester. May be taken for credit three times. Permission of Instructor. R2, 9 credits maximum

PSY 861 Consultation Processes 3 E
Research on consultation processes from diverse theoretical perspectives. Laboratory involving role playing and simulation of stages of consultation. Ethical and legal issues of indirect service delivery.
PREREQ: PSY 761.

PSY 862 Consultation Practicum 3 E
Supervised practical experience in consultation process: problem identification and analysis, treatment implementation, and process and outcome evaluation. Databased indirect service delivery consistent with ethical and legal guidelines.
PREREQ: PSY 861.

PSY 863 Developmental Psychopathology 3 SI
Developmental perspective on problems of childhood adjustment from infancy to adolescence. Theoretical concepts of etiology, descriptive characteristics, differential diagnosis, and intervention approaches for each disorder. Permission of Instructor.

PSY 865 Behavioral Assessment: Research and Theory 3 IR
Theoretical and empirical issues in assessing interaction between people and environments. Direct observation in naturalistic and analogous settings, interviews and other self-report measures, and psychophysiological measures. Permission of Instructor.

PSY 866 Behavior Theory Practicum 3 O
Review of literature, research, and ethical/legal issues concerning the treatment of children's learning and adjustment problems using behavioral principles. Supervised experience in behavioral assessment, treatment implementation, and outcome evaluation.
PREREQ: PSY 765 OR 865.

PSY 870 Internship in School Psychology 0-6 Y
Supervised internship in school and/or other child/youth agency. Permission of Instructor. R

PSY 880 School Psychology Practicum 3 Y
Supervised experience in school settings, applying direct and indirect psychological services with outcome evaluation. Consideration of legal and ethical issues and broader community context for child-related services. Permission of Instructor. R

PSY 894 History and Systems Psychology 3 IR
Detailed treatment of principal forces that have played an important role in the evolution of modern psychology. Permission of Instructor.

PSY 896 Neuropsychological Assessment 3 O
Neuropsychological assessment with administration of neuropsychological test batteries to adults and children with suspected neurological problems. Case analysis, interpretation, and report writing. Permission of Instructor.

PSY 899 Projects in Psychology 3-6 Y
Permission of Instructor.

PSY 970 Experience Credit 1-6 Y
Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. Permission of Instructor. R

PSY 990 Independent Study 1-6 Y
In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

PSY 996 Internship in Clinical Psychology 0-6 S
Supervised internship at an accredited clinical psychology internship site. R

PSY 997 Masters Thesis 1-6 S
Permission of Instructor. R

PSY 999 Dissertation 1-15 S
Permission of Instructor. R

Public Administration

PPA 601 Fundamentals of Conflict Studies 3
Crosslisted with: IRP 601, SOS 601
Introduction to a broad range of areas related to the analysis and resolution of conflict, focusing on the interdisciplinary study of defining, understanding, and addressing conflict.

PPA 632 International Public and Non-Government Organization Management 3
Crosslisted with: IRP 632
How international and non-governmental organizations manage three key functions: regime creation, information mobilization, and norm enforcement. Organizations examined from management perspective in terms of functions, through specific case studies. Offered as a distance education course.

PPA 633 Evaluation of International Programs and Projects 3
Crosslisted with: IRP 633
Concepts and methods of program and project evaluation as practiced in international public and non-governmental organizations.

PPA 655 Global Information Technology Policy 3 Y
Crosslisted with: IRP 655, PSC 655
Policy implications of the increasingly important interaction between information technology development and the governance process.

PPA 670 Experience Credit 1-6 S
Crosslisted with: PSC 670
Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

PPA 704 International Security 3
Theoretical approaches to study of international security; central issues shaping current debates. Investigates causes of war, strategies for avoiding conflict, impact of new technologies, actors, and ideas on calculations about the use of force.

PPA 705 Responding to Proliferation of Weapons of Mass Destruction 3
Dangers caused by the proliferation of weapons of mass destruction and strategies to address this threat. National and international efforts ranging from diplomacy to arms control to counter-proliferation strategies.

PPA 706 United States National Security: Defense and Foreign Policy 3 IR
Crosslisted with: PSC 706
Current problems in planning and administering national security policy in the United States.

PPA 707 National Planning and Capacity to Govern 3 IR
Crosslisted with: PSC 707
Current problems of long-run policy making and execution. Social and political preconditions and consequences of economic, defense, development, or social planning. Problems of intergenerational fairness, forecasting, freedom, administration, and public private sector relationships.

PPA 709 Public Organizations and Management 3 Y
Behavioral systems and management theories and practices in the modern organization. Practical exploration of functions and dysfunctions of various public organizations (governmental and nonprofit) in relation to personal, social, and cultural values.

PPA 715 Topics in Global Development 3
Crosslisted with: IRP 715
Seminars by leading practitioners in the field at Syracuse University Greenberg House in Washington, D.C. The institutions and issues involved in the development process. Professional skills needed for career opportunities. R

PPA 721 Introduction to Statistics 3 Y
Basic inferential statistics (point and interval estimation, hypothesis testing). Descriptive statistics (measure of central tendency, variation, bivariate and multivariate association).

PPA 722 Quantitative Analysis 3 Y
Quantitatively oriented models used in policy analysis, program evaluation, and forecasting. Linear, mathematical, probabilistic, and cost-benefit models.
PREREQ: PPA 721 OR MAS 601.

PPA 723 Managerial Economics for Public Administration 3 S
Application of micro-economic analysis to public policy problems. Designed for those with limited background in economics. Use of basic economic reasoning to help untangle complex policy problems.

PPA 724 Computer Applications for Public Managers 3 Y
Introduction to effective use of the computer to manage complex and voluminous data found in public sector organizations. Focus on information management issues and productivity enhancement.

PPA 730 Problems in Public Administration 3 S
May include specific courses focusing on international economic development; nonprofit and international non-governmental organization management; federal policy formulation; technology and governance issues; e-government; GIS mapping, and dispute resolution management. R

PPA 731 Financial Management in State and Local Governments 3 Y
Financial problems confronting state and local governments. Governmental accounting and auditing, municipal borrowing; bond rating; cash management; effects of changing economic base on revenues and expenditures; actuarial funding of employee retirement systems.
PREREQ: PPA 734 AND ECN 635.

PPA 733 Public Personnel and Collective Bargaining 3 IR
Survey of public personnel administration. Current practice, issues and problems in personnel management. Policies and programs affecting the sociopolitical and human resources dimensions of public organizations.

PPA 734 Public Budgeting 3 Y
Role of the modern budget in determination of policy, administrative integration, control of government operations and intergovernmental relations, and in relation to private economy. Unit costs, work programs, budgetary analysis.
PREREQ: PPA 734.

PPA 735 State and Local Government Finance 3 Y
Crosslisted with: ECN 635
Expenditures and revenues of state and local governments. Fiscal aspects of intergovernmental relations.
PREREQ: PPA 723.

PPA 736 Economics of Health and Medical Care 3 Y
Crosslisted with: ECN 655
Economic theory, empirics and public policy concerning health and medical care in the U.S. Primary objective to analyze health care problems from an economic perspective.
Prereq (for ECN 655): ECN 601 or equivalent; (for PPA 736): PPA 723.
PREREQ: PPA 723.

PPA 742 Public Administration and Law 3 Y
Legal developments relevant to public administration in United States. Legal and administrative theory. Specific cases. Role of courts in contemporary public administration.

PPA 743 The Administrator in the Political Environment 3 IR
Interaction of public bureaucracies with political executives, legislatures, courts, interest groups, and the general public. Concepts of bureaucratic accountability and representation.

PPA 744 Metropolitan Government and Politics 3 Y
Current problems of urban management: centralized versus decentralized metropolitan government; fiscal strain; delivery of municipal services; collective bargaining; governmental accountability.

PPA 745 Intergovernmental Relations 3 IR
Forces, theories, and institutions that have shaped and are shaping the centralization and localization of foci of governmental power, especially the American system.

PPA 746 Ethics and Morality in Public Affairs 3 Y
Helps the student understand the nature of his or her own ethical and moral commitments as they relate to public affairs. Selected literature in philosophy, sociology, political science, law, and public administration.

PPA 747 Human Resources Management for the Public Sector 3 Y
Theory, research, and practices for effective human resources management in public and nonprofit agencies. Political and institutional context of public sector human resources management, evolution of U.S. civil service system, critical issues confronting public managers.

PPA 748 Seminar on Nonprofit Management 3 Y
Attributes of the nonprofit sector as compared with government and business; public policy relationships that intertwine these sectors, highlight distinctive skills and talents needed for effective leaders in the nonprofit sector.

PPA 749 Financial Management in Nonprofit Organizations 3 Y
Fundamental concepts of accounting and financial management and issues relevant to charitable, tax-exempt nonprofit organizations; how financial information and analysis are used in management and policy-making in the public sector.

PPA 751 JD/MPA Seminar 3 Y
Impact of courts on public management and public policy. Open to JD/MPA students only. Satisfies University's comprehensive requirement for master's program. Prereq: JD/MPA student status.

PPA 752 MPA Workshop 3 Y
Consulting assignment that addresses current topics in public management. Objective of team project is application of MPA subject matter and techniques. Prereq: Completion of majority of MPA coursework.

PPA 753 Executive Leadership and Policy Politics 3 Y
Simulation exercise involving current public policy issues. Focus on politics of formulating and setting policy. Satisfies the University's comprehensive requirement for a master's degree.

PPA 755 Public Administration and Democracy 3 Y

Public policy and administration in the context of a constitutional democracy. Relationships between administrative and constitutional values.

PPA 756 Policy and Administration in Developing Countries 3 Y

Poverty alleviation in developing and transitioning countries. Develops and practices skills needed to create, manage, and evaluate projects to alleviate poverty in transitioning countries.

PPA 757 Economics of Development 3 Y

Crosslisted with: ECN 661

Economic development in international settings. Labor and employment, population, education, health and nutrition. Why some countries have rapid economic development, and others low growth and pervasive poverty. PREREQ: PPA 723.

PPA 758 Public Finance in Developing Areas 3 Y

Crosslisted with: ECN 662

Public finance in less-developed countries. Urban taxation and provision of public services. Considering efficiency and equity issues. PREREQ: PPA 723.

PPA 759 Girls' Education in the Developing World 3 Y

Explores the benefits of girls' education; obstacles to higher numbers of girls in school; current situation in various developing countries.

PPA 761 Organization Development 3 IR

Organization development: its literature, practical applications, evaluation of its results.

PPA 763 NGO Management in Developing and Transitioning Countries 3 Y

Examines concerns central to NGO management and the NGO community regarding accountability, effectiveness, professionalism, and understanding the context in which NGOs operate.

PPA 764 UN Organizations: Managing for Change 3 Y

Processes for change in United Nations organizations. Topics include governance, organizational reform and political reform.

PPA 765 Humanitarian Action: Challenges, Responses, Results 3

Major humanitarian challenges worldwide since 1992. Disasters caused by nature and man: conflicts and major economic stress. Challenges for women, children, refugees, displaced people. Involvement of government, UN agencies, NGOs, militaries, donors, press, and others.

PPA 767 Fund Development for Nonprofit Organizations 3

Theory and practice of fund development for nonprofit organizations. Students develop portfolio of fund development for real nonprofit organization.

PPA 768 Policy and Management in the Nonprofit Economy 3

The nonprofit sector as part of the larger US economy. Structure of industry, the practical effects of nonprofit tax status, fundraising, volunteer and board management, and the sector's relationship to the government among others.

PPA 769 Public Sector Reform 3

Profound changes in structure of public sector which have occurred in many countries over the last two decades. How structure has changed, consider why changes took place, and make judgments about the desirability of these changes.

PPA 771 Public Management of Technology 3 IR

Public management of technology from a variety of perspectives. Governmental roles as developer, promoter, regulator, and user of new technology. Support of scientific research and uses of technical information in decision making.

PPA 772 Science, Technology, and Public Policy 3 Y

Variety of concepts concerned with the interaction of science and technology and government.

PPA 773 Technology and Its Processes 3 IR

Descriptive survey of selected technologies and technological developments. Technical and scientific aspects rather than economic and political impact.

PPA 774 Public Policy and Program Evaluation 3 IR

Various approaches to determining effectiveness of public programs and policies, emphasizing experimental and quasi-experimental designs for evaluation. Strategies, politics, and logistics of policy evaluation.

PPA 775 Energy, Environment and Resources Policy 3 Y

Relation of government to policymaking in the domain of energy, environment, and resources; politics of administration at all levels of government; comparative international aspects of these environmental issues.

PPA 776 Economics of Science and Technology 3 Y

Crosslisted with: ECN 776

Interaction of technological change and policy. Introduction to the economic analysis of knowledge as a public good. Diffusion of knowledge and the role knowledge transfer plays in the industrialized world and in the economic growth of developing nations. PREREQ: PPA 723 OR ECN 601.

PPA 777 Economics of Environmental Policy 3 Y

Crosslisted with: ECN 777

How economic incentives may lead to environmental problems and how government policy can maintain or improve environmental quality. Methods for valuing the benefits of environmental amenities and the effects of environmental policy on economic growth.

PREREQ: PPA 723 OR ECN 601.

PPA 781 Social Welfare Policy 3 Y

The American system of public policy toward social concerns; problem and needs analysis, program development and evaluation; implementation and management in health education, welfare reform, aging, etc.

PPA 782 Health Services Management 3 Y

Roles and functions of managers in health services organization. Issues in accountability. Unique role involving work with various disciplines: medical, nursing, social work, insurance, finance, etc.

PPA 783 The Changing American Health Care System 3 Y

Components of U.S. health care system. Evolution of health care organizations, personnel and their relationships. Environment of integrated delivery systems, managed care, and finance systems for health care; public policy implications of these changes in the public health and social services systems.

PPA 784 Education Policy 3

Overview of education policies designed to reform American schools and school systems. Topics include market based reforms, enhanced accountability, teacher recruitment and compensations plans, and decentralization, among others.

PPA 785 Implementation of Social Policy 3 Y

Issues of implementation of social programs and policies; explores various roles that elected officials, state administrators, local managers, and front-line staff play in program implementation and how these actions affect the larger policy-making process; develop skills to improve implementation efforts.

PPA 786 Urban Policy 3 Y

Recent evidence of urban problems; housing markets, neighborhood change and housing policy; discrimination, segregation, and racial transition; urban poverty and welfare programs; urban employment and economic development programs; urban education. PREREQ: PPA 723 OR ECN 601.

PPA 787 Child and Family Policy 3 Y

Applying microeconomic theory to the study of family. Focuses on the theoretical models developed to inform our understanding of theory, including marriage and divorce; fertility; employment; and human capital.

PPA 788 Global Issues: Drugs, Crime and Terrorism 3 IR

Crosslisted with: IRP 788

Transnational issues of drugs, crime, and terrorism; impacts of each on United States national interests and foreign policies of the United States and other countries and the national/international organizations and laws created to deal with these issues.

PPA 789 Advanced Policy Analysis 3 Y

Key steps in policy analysis: (1) assessing alternative rationales for government policy; (2) developing policy alternatives; (3) analyzing alternatives through a variety of analytical techniques; (4) communicating results; and (5) adopting and implementing policy.

PREREQ: PPA 721, 723.

PPA 791 Education Financial Administration 3 Y

Overview of the major concepts and tools involved in the financial administration of a school district. Topics include evaluation of revenue sources, budgeting, financial management, and government accounting.

PREREQ: PPA 734.

PPA 792 Managing School District Non-Instructional Functions 3 Y

Overview of concepts and tools used in the management of non-instructional functions of a school district. Topics include management of finances, payroll, facilities, procurement, risk, transportation, food service, and information technology.

PPA 810 Advanced Seminar: Policy and Administration 3 S

Special problems in the politics, substance, or methodology of policy making, or in the execution, administration, or evaluation of public policy. R

PPA 890 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

PPA 895 Mid-career Training Group 3 Y

Core seminars for mid-career administrators who have had some years of experience in government or public service institutions to prepare them for responsible management posts. R

PPA 896 Mid-career Training Group 3 Y

Core seminars for mid-career administrators who have had some years of experience in government or public service institutions to prepare them for responsible management posts.

PPA 897 Fundamentals of Policy Analysis 3

Provides an understanding of some of the models and methods used in policy analysis for the public and nonprofit sector.

PPA 930 Readings and Research on Public Administration and Policy 1-3 S

Crosslisted with: PSC 911
R2, 9 credits maximum

PPA 996 Master's Project Paper 3 S

Preparation of final paper: case study, policy analysis, or management study. Design, description, analysis, and policy recommendations. Required for M.A. in public administration (mid-career students only). R

PPA 999 Dissertation 1-15 S
R

Queer Sexuality

QSX 746 Queer Rhetorics 3 E

Crosslisted with: CCR 746, CRS 746, WGS 746

Explores contemporary queer scholarship and activism from a rhetorical perspective. Analyzes purposes, arguments, tropes, figures, exigencies, modes of delivery, and audiences in historical and transnational contexts

Religion

REL 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

REL 516 The Torah/Pentateuch 3 IR

Crosslisted with: JSP 516

Critical issues in the modern study of the Pentateuch, including its composition, literary form, and canonization; the clash of historical and literary methods in contemporary biblical criticism.

REL 543 Religious Cultures of the American South 3 IR

Crosslisted with: AAS 543

Rise of "born again" evangelical Protestantism and its impact on the American South. Religious folkways that created the "Solid South" and black Christianity as an agent of transformation.

REL 551 Ethics and the Health Professions 3 Y

Crosslisted with: PHI 593

Ethical theories in professional, organizational, and political-economic fields in health care. Specific issues: assisted suicide, professional codes, ethics of "cost-cutting" and justice with respect to care.

REL 552 Bioethics 3 Y

Crosslisted with: PHI 594

Use of ethical theory in thinking about case problems in health care. Moral dilemmas: use of reproductive technologies, abortion, surrogate motherhood, research with humans, refusal and withdrawal of treatment, physician-assisted suicide.

REL 557 Modern Theology 3 E

Introduction to major figures and movements in twentieth-century theology. Upper division standing.

REL 595 Religion, Art, and Aesthetics 3 IR

Intersection between religion, art, and philosophy. Sources culled from Western religious thought and philosophy.

REL 600 Selected Topics 1-3 Y

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

REL 602 Gnosticism 3 IR

Gnosticism as a structure of religious belief; as sectarian movement within "mainline" traditions of late antiquity (Judaism, Christianity, paganism); as a literary-critical perspective on religious texts and traditions in antiquity and contemporary thinking.

REL 605 Religion and the Body in Late Antiquity 3 IR

Crosslisted with: WGS 605

History of the human body as history of its modes of construction in Graeco-Roman antiquity. Problems that arise when the body becomes a topic for religious inquiry. Readings in ancient texts and contemporary theory.

REL 607 Ancient Religious Rhetoric 3 IR

Rhetoric of ancient Near Eastern and Mediterranean religious texts, including parts of the Bible; role of persuasion in ancient religion and its effects on literature, power, and on conceptions of knowledge and text in antiquity.

REL 611 The Idea of Scripture 3 IR

The religious, literary, and political factors that affected the development and canonization of Jewish and Christian scriptures and shaped the idea of authoritative scripture in Western religious traditions.

REL 621 Teaching World Religions in Theory and Practice 3 IR

The complexities of teaching introductory courses in world religions, especially in the context of recent debates on comparison as well as the very concept of "religion." Graduate standing.

REL 622 Sacrifice 3 IR

An investigation of "sacrifice" as a name for ritual and non-ritual practices in contemporary and historical societies and in academic discourse about religions and cultures.

REL 625 Pluralism in Islam 3 IR

Historical development of multiple discourses within the Muslim world. Role of Islamic texts, institutions, and contexts on intra-Islamic politics of identity, representation, and religious authority. Hybridity and syncretism of Islams in contemporary local contexts.

REL 627 Globalization and Religion: Processes and problems 3 IR

Sophisticated works in globalization theory emerge from sociology, economics, political history, and contemporary cultural studies with broad significance for the study of religion. Bringing these into conversation with religious studies is the project of this seminar. Graduate standing.

REL 628 Muslim Rituals, Practices, and Performances 3 O

Crosslisted with: ANT 628

Historical, cultural, and sociological analysis of pan-Islamic festivals and rituals. Local, culturally-specific, unofficial practices in Islam.

REL 640 The Philosophical Foundations of Religion 3 IR

Philosophic and religious heritage highlighted by Pythagoras, Socrates, Plato, Aristotle, Plotinus, Augustine, and Aquinas. Focus varies from year to year. R

REL 642 Critical Issues in the Study of Native Americans 3 IR

Crosslisted with: ANT 691

Methodological issues related to studies of indigenous traditions and develops interpretive strategies for using literature about Native American religions.

REL 644 Feminist Theology 3 IR

Crosslisted with: WGS 644

Feminist theology as a global religious movement from its roots in U.S. feminism to its current political and philosophical battles.

REL 650 Themes in 19th Century Religious Thought 3 IR

Religious thought in 19th century Europe and America. Themes may include God, freedom, and selfhood; Romanticism and religion; and religion, freedom, and slavery. Figures examined may include Kierkegaard, Kant, Douglass, Emerson, and others. R1, 6 credits maximum

REL 651 Classics in the Sociology of Religion and Morals 3 IR

Crosslisted with: ANT 651, SOC 651

Classical sociological writings of Emile Durkheim and Max Weber and their contemporary significance.

REL 652 Psychoanalysis and Religious Ethics 3 IR

Psychoanalysis and its implications for religious ethics.

REL 653 Postmodern Ethics 3 IR

Selected philosophical and religious perspectives on postmodern ethics. Readings from Rorty, Stout, Kristeva, Wyschogrod, MacIntyre, Nussbaum, and others.

REL 656 Christianity and the Enlightenment 3 IR

Theological responses of representative thinkers to the challenges of the new science, natural religion, Deism, and the philosophies of the European Enlightenment.

REL 658 The Other in Ethics 3 E

The significance of the Other in contemporary religious and philosophical ethics. Readings in Levinas, Lacan, Derrida, Kristeva, Critchley, Caputo.

REL 660 Continental Philosophy of Religion 3 O

Crosslisted with: PHI 640

Continental philosophers such as Husserl, Heidegger, Levinas, Derrida, Foucault, Deleuze, Irigaray, and Marion. Their influence on theology, religious theory. Topics include overcoming onto-theology; phenomenology, deconstruction and theology; return of religion. R1, 6 credits maximum

REL 661 Self, Body, Transcendence 3 IR

Crosslisted with: WGS 661

Examines Continental and American feminist and gender theory for intersections between religion, subjectivity, and bodily practice.

REL 662 Marx and Foucault 3 IR

Texts from Marx and Foucault are read for their implications for Religion scholars.

REL 663 Religion and Revolution 3 IR

Texts from theology and political theory that examine their mutual terms, themes, and concerns.

REL 665 Religion and Mass Culture 3 IR

Twentieth-century theories of mass culture are read for their use and implications for religion scholars. [Effective spring 2009]

REL 667 Postmodern Theology 3 O

Philosophical background of postmodernism and its theological and cultural expressions. Content varies. R

REL 668 Critical Theory in Theology 3 O

Theories of discourse formation and textual production in theology in relationship to the critique of ideologies of theory.

REL 671 Religion and Post-Freudian Depth Psychologies 3 E

Contemporary psychoanalytic theories and their implications for interpreting religious phenomena: Melanie Klein, Jacques Lacan, D.W. Winnicott, Erick Erickson, Hans Leowald, Heinz Kohut, Christopher Bollas, and others.

REL 676 Religion and Judaic Literature 3 IR

Crosslisted with: JSP 676

Readings in Judaic literature, with emphasis on allegorical, hasidic, neohasidic, and anti-hasidic writing by Nahman of Bratslav, Joseph Perl, I.L. Peretz, Franz Kafka, Isaac Babel, and S. Y. Agnon.

REL 686 Zen Master Dogen 3 IR

Selected writings of the thirteenth-century Japanese Zen master dogen Zenji. Related Mahayana Buddhist texts.

REL 687 Global Hinduism 3 E

Double Numbered with: REL 487

Exploring how mobile middle-class Hindus recreate and re-define religion in new urban and global environments as a context for rethinking the place of religion(s) within rapid world-wide urbanization, migration, globalization, and increasing cultural (dis)integration. Additional work required of graduate students.

REL 689 Memory, Culture, Religion 3 IR

Crosslisted with: ANT 689

Collective memory and constructions of the past as cultural phenomena; the roles religious identities, values, and institutions play as individuals, communities, and nations recollect particular moments, eras, crises, and localities.

REL 691 Approaches to the Study of Religion 3 Y

Introduction to classic texts, methods and approaches used in the field of religion and in this department. Must be enrolled in the Religion Department M.A. or Ph.D. programs.

REL 692 Other People's Religions 3 IR

Explores the ways that Western studies of non-Western religions have dealt with difference. Central aim is to understand the politics of knowledge and the arts of interpretation involved in research and writing about other people's religious traditions.

REL 693 Materiality of Religion 3 IR

Methodological issues related to the interpretation of diverse religious phenomena including architecture, the body, and land.

REL 696 Gender and Religion: Theory and Practice 3 IR

Focus on the intertwining of gender and religion; emphasis on gendered visions of power in mythic, symbolic, and ritual phenomena. Readings in feminist and anthropological theory as well as cultural cases in ethnography and history of religions.

REL 699 Writing Religions and Cultures: Ethnographic Practice 3 IR

Crosslisted with: ANT 699

A range of aims and strategies for writing ethnographies of religion in the multiple contexts of culture, history, and politics.

REL 719 Research and Writing in the History and Thought of the New Testament 3-6 S

REL 739 Research and Writing in the History and Thought of Israel 3-6 S

REL 749 Research and Writing in Religion and Society 3-6 S
R

REL 759 Research and Writing in Religious History and Thought 3-6 S

REL 769 Research and Writing in Philosophy of Religion and Theology 3-6 S
R

REL 779 Research and Writing in Religion and Culture 3-6 S

REL 789 Research and Writing in History of Religions 3-6 S

REL 791 Theories and Methods in the Study of Religion 3 IR

Introduction to "classic" literature and issues in the field of religion.

REL 799 Research and Writing in Methodology 3-6 S

REL 997 **Master's Thesis 1-6 S**
R

REL 999 **Dissertation 1-15 S**
R

Russian

RUS 620 **Language Training in Preparation for Research Using Russian** 3 S

Language training to prepare students to conduct research in areas that require knowledge of Russian. R3, 12 credits maximum

Science Teaching

SCI 544 **Teaching of College Science** 3 Y
Crosslisted with: BIO 544

Current approaches. Analysis of teaching methods, such as lectures, discussions, evaluation, use of institutional technology, individualized instruction. Supervised teaching experiences to aid self-improvement as a college science teacher.

SCI 612 **Relativity and Cosmology: Einstein and Beyond** 3 Y

Introduces Einstein's special and general relativity. Understanding $E=mc^2$, curved space-time, higher dimensions, and the Big Bang. No science prerequisite. For non-majors and majors. SCI 612 students will develop educational materials for the teaching of relativity.
PREREQ: MAT 285, 295; COREQ: MAT 286, 296.

SCI 701 **General Science Comprehensive Paper** 3 Y

Comprehensive science paper required for the M.S. degree in general science. Topic selected by student and advisor. Given in cooperation with the various science departments.

Social Science

SOS 575 **Philosophy of Social Science** 3 O
Crosslisted with: PHI 575

Philosophical and methodological issues in social and behavioral science. Role of laws in explanation of human action, methodological individualism and holism, functional explanation, value-neutrality, behaviorism, and computer simulation.

SOS 601 **Fundamentals of Conflict Studies** 3

Crosslisted with: IRP 601, PPA 601
Introduction to a broad range of areas related to the analysis and resolution of conflict, focusing on the interdisciplinary study of defining, understanding, and addressing conflict.

SOS 604 **Public Policy Analysis: Theory and Practice** 3 Y

Crosslisted with: PSC 602
Overview of policy literature, including political economy and practical politics. Formal analyses and case studies.

SOS 620 **Interpersonal Conflict Resolution Skills** 3 Y

Enhanced communication skills to interact more effectively and solve problems creatively. Emphasizing reflective listening, problem solving, assertion, and managing conflicts among needs and values. Presenting theories demonstrating skill, practice, and critique. Additional work required of graduate students. R

SOS 621 **Mediation: Theory and Practice** 3 SS

Mediation skills to facilitate the resolution of disputes and differences. Techniques of third party intervention with individuals and groups. Learning approach includes lectures, simulations, modeling and practice mediations. Additional work required of graduate students.

SOS 623 **Leadership: Theory and Practice** 3 SS

Leadership skills to exercise responsible leadership and effective group membership in various contexts. Focus on individual leadership style and growth. Development of skills for a collaborative model of leadership. Additional work required of graduate students.

SOS 624 **Conflict Resolution in Groups** 3 SS

Skills to enhance understanding of conflict and conflict resolution and manage conflict in intragroup and intergroup settings. Unstructured small group experience to learn how groups function and to present a context for practice.

SOS 625 **The European Union** 3 IR

Crosslisted with: HST 625
Interdisciplinary introduction to history, politics, and economics of the European community.

SOS 705 **Theories of Development** 3 E

Crosslisted with: GEO 705
Review of theories of development, economic growth, and social change. Comparison of explanatory power and limits of each theory. Review of prospects for synthesis and implications for empirical research in geography and other social sciences.

SOS 716 **Foundations of American Political Thought** 3 IR

Crosslisted with: HST 682, PSC 716
American political thought to about 1820. Puritans, American Revolution, establishment of the Constitution, and thought of Hamilton and Jefferson.

SOS 750 **Readings and Research in Social Sciences** 3 IR

Interdepartmental seminars for graduate students enrolled in the social sciences program. Open to students in the respective disciplines. R

SOS 890 **Readings and Research in International Development Policy** 3 IR

For students preparing research for Ph.D. or Masters thesis, or in-depth research papers. Permission of instructor. R

SOS 991 **Social Science Dissertation Proposal** 3 IR

Seminar in evaluating and developing research design. Application of social science methods to a specific research project. Preparation of detailed dissertation proposal by each student.

SOS 999 **Dissertation 1-15 S**

Sociology

SOC 500 **Selected Topics 1-3 SI**

In-depth selected study of certain social problems. R

SOC 513 **Statistics for Social Science** 3 Y

Designed for first-year graduate students and sociology majors considering graduate study. Measures of central tendency and dispersion, hypothesis testing, and indices of association between variables. Application of statistics to social science data.

SOC 571 **Topics in Sociolinguistics** 3 SI

Crosslisted with: ANT 571, LIN 571
Functions of language in society. Geographical, socioeconomic, and male-female differentiation. Functions of various types of speech events. Requirements include a research project. R1, 6 credits maximum

SOC 600 **Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

SOC 606 **Quantitative Methods** 3 Y

Formulation of sociological research questions and the logic of testing and inference. Major quantitative and qualitative methodologies with emphasis on former. Relationship between problems formulation, theoretical perspective, and research methods.

SOC 611 **Sociological Theory** 3 Y

Examination of theoretical approaches in sociology. Readings include writings by classic and contemporary social theorists, critiques of their theories and empirical writings that attempt to apply theoretical approaches to research studies.

SOC 614 **Introduction to Qualitative Research** 3 S

Crosslisted with: EDU 603, WGS 614
Developing and using qualitative methods used by sociologists to conduct research. Underlying assumptions and limitations.

SOC 621 **Contemporary Sociological Theories** 3 SI

Major contemporary approaches to sociological theory. Reading representative works and comparing their application to selected topics.

SOC 625 **Feminist Organizations** 3 Y

Crosslisted with: WGS 625; Double Numbered with: SOC 425
Women's movement history in the United States and internationally. Successes and problems of organizations built by feminist activism. Implications for a new generation of feminist (and other) activism. Additional work required of graduate students.

SOC 627 New York City: Black Women Domestic Workers 3 Y
Crosslisted with: AAS 627, WGS 627; Double Numbered with: SOC 427
Historical understanding of Black women's engagement in paid domestic work in the United States, increasing need for domestic workers in the ever-changing economy and family, and the social construction of Black women as "ideal" domestic workers. Permission of instructor.

SOC 635 Political Sociology 3 IR
Double Numbered with: SOC 335
Relationships between society and politics. Impacts of individuals, groups, parties, and institutions on state power in global perspective. Additional work required of graduate students.

SOC 645 The Caribbean: Sex Workers, Transnational Capital, and Tourism 3 Y
Crosslisted with: AAS 645, WGS 645; Double Numbered with: SOC 445
A political economy approach to educating students about the human and capital costs of tourism to the Caribbean. The integral relationship between sex work and Caribbean tourism exposes the region's development that has resulted in its current configuration.

SOC 646 The Social Impact of the Internet 3 Y
Double Numbered with: SOC 446
Sociological implications of instantaneous communication, online publishing, identities and interactions, communities transcending geographic borders, and openly available information and opinion. Additional work required of graduate students. Offered only online.

SOC 648 The Dynamics of Prejudice and Discrimination 3 Y
Double Numbered with: SOC 448
Research and theory of prejudice and discrimination: inclusion/exclusion of individuals/social groups; classification of in/out groups; contributing roles of processes (difference, power, labeling, silencing). Recommended for upper-level students with some social science background and other coursework dealing with social inequities.

SOC 649 The Sociology of Evil 3 Y
Double Numbered with: SOC 449
Social conditions and processes allowing systematic dehumanization; perspectives of victim, perpetrator, audience, possibility of reconciliation. Extreme examples of evil; subtle ways of dehumanizing the other. Ethnic cleansing, international trafficking, terrorism. Additional work required of graduate students. Offered only online.

SOC 651 Classics in the Sociology of Religion and Morals 3 IR
Crosslisted with: ANT 651, REL 651
Classical sociological writings of Emile Durkheim and Max Weber and their contemporary significance.

SOC 663 Studies in Urban Sociology 3 SI
Life and structure of American cities. Sociological perspectives on urban life, growth, decline, and restructuring of cities.

SOC 664 Aging and Society 3 Y
Crosslisted with: WGS 664; Double Numbered with: SOC 364
Current policy issues in an aging society. Health care, end-of-life, social security, productive aging, and generational equity. Special problems facing elderly women and minorities.

SOC 666 Sociology of Formal Organizations 3 IR
Formal and informal structure and decision making in industrial, governmental, religious, educational, and professional organizations. Their potential for democratization. Interorganizational relationships.

SOC 677 Class, Status, and Power 3 SI
Double Numbered with: SOC 377
Structures, causes, and consequences of socio-economic inequalities in modern societies. Poverty and wealth, social mobility, and the persistence of inequality. Comparison and assessment of theories of social stratification.

SOC 704 Science, Technology, and Society 3 IR
Sociology and social history of science and technology. Interaction of science, technology, and society. Technical controversies. Planning technological change. Suggested complement to PSC 705.

SOC 714 Intermediate Social Statistics 3 Y
Introduction to multivariate statistical techniques to social science data. PREREQ: SOC 513.

SOC 810 Readings on Theory and Methodology 3 IR
R

SOC 811 Advanced Seminar in Qualitative Research I 3 Y
Crosslisted with: EDU 810, WGS 812
Expand fieldwork skills and increase theoretical understanding: emphasis on "thinking qualitatively;" intensive fieldwork. PREREQ: EDU 603/SOC 614.

SOC 812 Advanced Seminar in Qualitative Research II 3 Y
Crosslisted with: EDU 815
Applications to issues of special education and related educational or human service settings.

SOC 813 Issues in Multivariate Analysis 3 SI
Examination of some current issues in multivariate analysis. Most issues examined are based on linear model. Focus varies by term. Examples of topics covered are path analysis, non-recursive models, unmeasured variables and measurement issues.

SOC 821 Feminist Methodologies 3 SI
Crosslisted with: WGS 821
The feminist critique and its implications for planning, conducting, and reporting on empirical studies.

SOC 825 Foundations of Organizational Sociology 3 O
Examines fundamental questions and approaches related to the sociological study of complex, formal organizations. Readings enable students to understand the intellectual development of theory and various historical shifts in emphasis in the field.

SOC 833 Race, Class and Gender 3 SI
Crosslisted with: WGS 833
Intersecting dimensions of inequality that structure social life in contemporary societies. Multiple effects of cross cutting oppressions and privileges, including sexuality and ability/disability.

SOC 880 Seminar: Selected Areas of Social Organization and Change 3 S
Provides an opportunity for staff and students to select and explore currently significant areas in the study of social organization and change. R

SOC 997 Master's Thesis 1-6 S

SOC 999 Dissertation 1-15 S
R

South Asian Studies

SAS 620 Language Training in Preparation for Research Using Tamil 3
Crosslisted with: TML 620
Language training to prepare students to conduct research in areas that require knowledge of Tamil. R3, 12 credits maximum

SAS 621 Language Training in Preparation for Research Using Hindi 3 S
Crosslisted with: HIN 620
Language instruction to prepare students to conduct research in areas that require knowledge of Hindi. Permission of instructor. R4, 12 credits maximum

SAS 775 Readings and Research in South Asian History 3 S
Crosslisted with: HST 775
Graduate seminar introducing main debates in the historiography of late medieval and modern South Asia.

Spanish

SPA 601 Literary Theory and Research Methods 3 IR
Reading in semiotics and research theory concerning literary texts.

SPA 620 Language Training in Preparation for Research Using Spanish 3
Language training to prepare students to conduct research in areas that require knowledge of Spanish. R3, 12 credits maximum

SPA 635 Spanish Phonetics and Phonology 3
Double Numbered with: SPA 435
Introduction to formal linguistic analysis of the Spanish sound system. Survey of dialectal variation. Additional work required of graduate students.

SPA 636 The Structure of Spanish 3
Double Numbered with: SPA 436
Introduction to the formal linguistic analysis of the structure of Spanish sentences. Additional work required of graduate students.

SPA 637 Introduction to Spanish Linguistics 3

Double Numbered with: SPA 437
Formal linguistic analysis of the Spanish language: phonetics, phonology, morphology, syntax, and language variation (sociolinguistics and dialectology). Taught entirely in Spanish. Additional work required of graduate students.

SPA 638 History of the Spanish Language 3

Double Numbered with: SPA 438
The evolution of modern Spanish. The causes of linguistic change, the development of the phonological and morphosyntactic systems, the semantic/lexical development of the language. Additional work required of graduate students.

SPA 641 Medieval and Golden Age Literature 3 IR

Critical reading of significant literary works drawn from the Middle Ages and the 16th and 17th centuries.

SPA 643 Cervantes 3 IR

Don Quixote, with selections from other representative works by Cervantes.

SPA 652 Spanish Enlightenment to Modernism: Aesthetics and Power 3

Through a diverse theoretical approach, analyzes the construction of the following notions: literature, nation, identity, and gender. Representations of women in literary and cinematic texts.

SPA 653 Sinner and Saints in 19th and 20th Century Spanish Literature and Film 3

Crosslisted with: WGS 653
Representations of women in novel, poetry, theater, and film through diverse theoretical approaches. Issues of power, sex, hierarchy, and institution.

SPA 656 Reality and Desire: Theater and Poetry (20th Century) 3

A diachronic study of the Spanish theater and poetry. Literary works will include texts by Valle-Inclán, Machado, Garcia Lorca, Aleixandre, Cernuda, Sastre, Buelo Vallejo, among others.

SPA 658 Narrative and Film in Spain (1940 to the Present) 3

Diachronic study of the "art of adaptation" in Spain. Exploration of the language of translation. Exchange between literature and film during and after Franco.

SPA 662 Latin American Colonial Literature 3

Literature written during the Colonial period and contemporary criticism and theory about that period.

SPA 663 Latin American Theater 3

Inclusive instructional strategies for students with disabilities, with particular focus on students with autism. Collaborative teaching approaches, IEP implementation, positive behavior supports, fostering communication and adaptations to access enriching curricula. Implementation during field experience. Effective Fall 2010

SPA 664 Nineteenth Century Latin American Literature 3

Narratives and poetry written during the 19th century in Latin America. Analyzed in relation to literary movements such as costumbrism, romanticism, realism, naturalism, and the gaucho trend.

SPA 665 Performance and Postmodernism in Latin America 3

Latin American theater written or performed from 1990 to the present alongside theories on performance and postmodernism related to Latin America and its theater.

SPA 671 Latin American Literature and Feminist Theory 3

Crosslisted with: WGS 671
Includes reading and critical discussion of novels by 20th-century Latin American women writers and an introduction to feminist theory as it pertains to Latin America.

SPA 672 Gay and Lesbian Hispanic Caribbean Literature 3

Caribbean poetry and fiction in homosexual literature. Includes literary theories and social, political, cultural, and religious values related to homosexuality.

SPA 673 Afro-Hispanic Literature of the Caribbean 3

Evolution of the African culture within the Cuban Literature of the 20th century. The relationship of Santería/Revolution is especially emphasized.

SPA 674 Cuban Neo-Baroque 3

Analysis of three contemporary Cuban writers: Alejo Carpentier, José Lezama Lima, and Severo Sarduy. Literary theories of novel, poetry, and lectures.

SPA 679 The Literature of Postmodernism in Latin America 3

Contemporary trends in Latin-American literature.
PREREQ: SPA 601.

SPA 681 U.S. Latina/o Literature 3

Literary texts written by Latina/os in Spanish from the 17th century to present. Focus from late 19th century to the present; examining socio-historic, cultural and literary contexts.

SPA 685 Contemporary Spanish-American Literature 3 IR

Precursors, modernists, and postmodernists

SPA 690 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

Tamil

TML 620 Language Training in Preparation for Research Using Tamil 3 S

Crosslisted with: SAS 620
Language training to prepare students to conduct research in areas that require knowledge of Tamil. R3, 12 credits maximum

Turkish

TRK 620 Language Training in Preparation for Research Using Turkish 3 S

Language training to prepare students to conduct research in areas that require knowledge of Turkish. R3, 12 credits maximum

Women's And Gender Studies

WGS 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

WGS 512 African American Women's History 3 O

Crosslisted with: AAS 512
The intellectual, political, and social history of African American women from pre-colonial Africa to the re-emergence of black feminism in the late 20th-century United States.

WGS 513 Toni Morrison: Black Book Seminar 3 E

Crosslisted with: AAS 513
A multi-dimensional study of Morrison's bookwork: fiction, non-fiction, and scholarship. Involves conceptual frameworks and ideas that link this project with broader understandings and interpretations of Blacks in the world. A wide range of questions (i.e., aesthetics, feminisms, knowing-politics, language, race) derives from Morrison's literary witnessing of Black community life.

WGS 525 Economics and Gender 3 Y

Crosslisted with: ECN 525
Offered only in Strasbourg. European economy, with central focus on economic principles underlying decisions to create and extend scope of European Community and on economic policies EU has followed since creation.

WGS 553 Women and Social Change 3 E

Crosslisted with: ANT 553
Function of changes in women's roles in sociocultural urbanization, revolution, and modernization. Women in Third World countries compared to women in industrialized countries.

WGS 555 Food, Culture and Environment 3 Y

Crosslisted with: NSD 555
Understand the environment in which nutrition education and communication occur. The broader environment includes cultural diversity, the food system from farm to table, as well as functionality of food components.

WGS 576 Gender, Place, and Space 3 Y
Crosslisted with: GEO 576
Contemporary debates in feminist geography on the gendered construction of space and the spatial construction of gender.

WGS 600 Selected Topics 1-3 Y
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

WGS 601 Feminist Theory 3 Y
How feminists have identified social problems, challenged dominant paradigms, and imagined change. Challenges the universalization of the category "women." How "theory" takes many forms and how differences in positionality and experience shape theoretical goals and models.

WGS 605 Religion and the Body in Late Antiquity 3 IR
Crosslisted with: REL 605
History of the human body as history of its modes of construction in Graeco-Roman antiquity. Problems that arise when the body becomes a topic for religious inquiry. Readings in ancient texts and contemporary theory.

WGS 612 French Women Writers 3 E
Crosslisted with: FRE 612; Double Numbered with: WGS 412
Trends in French feminine and feminist writing from the early modern period to the present. Conducted in French. Additional work required of graduate students.

WGS 614 Introduction to Qualitative Research 3 S
Crosslisted with: EDU 603, SOC 614
Developing and using qualitative methods used by sociologists to conduct research. Underlying assumptions and limitations.

WGS 615 Communication, Power & Gender 3 IR
Crosslisted with: CRS 614
Consideration of the ways in which communication structures power and gender relations. Reviewing Continental and North American literature on power, and feminist literature on gender, students study how communication produces social identities and hierarchies.

WGS 625 Feminist Organizations 3 Y
Crosslisted with: SOC 625; Double Numbered with: WGS 425
Women's movement history in the United States and internationally. Successes and problems of organizations built by feminist activism. Implications for a new generation of feminist (and other) activism. Additional work required of graduate students.

WGS 626 Persons in Social Context 3 Y
Crosslisted with: SWK 626
Assessment of behavior of diverse individuals, groups, and social systems. Applying concepts from the biological, behavioral, and social sciences in identifying and understanding forms and causes of behavior.

WGS 627 New York City: Black Women Domestic Workers 3 Y
Crosslisted with: AAS 627, SOC 627; Double Numbered with: WGS 427
Historical understanding of Black women's engagement in paid domestic work in the United States, increasing need for domestic workers in the ever-changing economy and family, and the social construction of Black women as "ideal" domestic workers. Permission of instructor.

WGS 628 Human Diversity in Social Contexts 3 Y
Crosslisted with: SWK 628
Diversity, including race, gender, sexual orientation, and selected topics. Examines individual, group, and institutional identity formation. Theories of biopsychosocial development, reference group affiliation, social stratification, oppression, and institutional discrimination. Implications for social work practice.

WGS 635 Readings in Feminist Psychological Theories 3 IR
Crosslisted with: SWK 635
Feminist psychological theories will be identified and analyzed. The intersection of feminist theory and traditional psychological theory, with particular critique to mental health interventions and programs will be examined.

WGS 636 Feminist Rhetoric(s) 3 IR
Crosslisted with: CCR 636, CRS 636; Double Numbered with: WGS 436
Feminist rhetoric from both a historical and global context, utilizing both primary and secondary readings in order to gain a sense of breadth and depth in the field of feminist rhetoric. Additional work required of graduate students.

WGS 640 Psychology of Gender 3 SI
Crosslisted with: PSY 640
Research and literature related to sex differences. Process of socialization of girls and boys, women and men in American society. Permission of Instructor. R

WGS 644 Feminist Theology 3 IR
Crosslisted with: REL 644
Feminist theology as a global religious movement from its roots in U.S. feminism to its current political and philosophical battles.

WGS 645 The Caribbean: Sex Workers, Transnational Capital, and Tourism 3 Y
Crosslisted with: AAS 645, SOC 645; Double Numbered with: WGS 445
A political economy approach to educating students about the human and capital costs of tourism to the Caribbean. The integral relationship between sex work and Caribbean tourism exposes the region's development that has resulted in its current configuration.

WGS 649 Seminar on Women in Art 3-4 IR
Crosslisted with: HOA 640
Women artists and images of women in the works of their contemporaries. Students conduct original research, relating topic to their specific areas of interest (interdisciplinary studies).

WGS 652 Feminism and Postcolonial Studies 3 Y
Double Numbered with: WGS 452
Introduction to postcolonial studies and its engagement with feminism. Focus on cross-cultural feminist analysis of colonialism, neo-colonialism, decolonization, orientalism, and racism/racialization. Emphasis on questions of representation, agency, and subjectivity. Additional work required of graduate students.

WGS 653 Sinner and Saints in 19th and 20th Century Spanish Literature and Film 3
Crosslisted with: SPA 653
Representations of women in novel, poetry, theater, and film through diverse theoretical approaches. Issues of power, sex, hierarchy, and institution.

WGS 655 Culture and AIDS 3 IR
Crosslisted with: ANT 655; Double Numbered with: WGS 455
Relationship between AIDS and cultures in which it spreads. Cultural practices and sexuality and social effects of widespread AIDS, including healthcare in Asia, Africa, Latin America, and USA. Additional work required of graduate students.

WGS 661 Self, Body, Transcendence 3 IR
Crosslisted with: REL 661
Examines Continental and American feminist and gender theory for intersections between religion, subjectivity, and bodily practice.

WGS 662 Youth, Schooling and Popular Culture 3 Y
Crosslisted with: CFE 662, DSP 662; Double Numbered with: WGS 362
Positioned where school, media, and youth cultures intersect. How schools and media represent "good" and "bad" youth, and how youth negotiate schools and popular cultures. Includes theories of popular culture and adolescence.

WGS 664 Aging and Society 3 Y
Crosslisted with: SOC 664; Double Numbered with: WGS 364
Current policy issues in an aging society. Health care, end-of-life, social security, productive aging, and generational equity. Special problems facing elderly women and minorities.

WGS 671 Latin American Literature and Feminist Theory 3 IR
Crosslisted with: SPA 671
Includes reading and critical discussion of novels by 20th-century Latin American women writers and an introduction to feminist theory as it pertains to Latin America.

WGS 672 Language, Culture, and Society 3 Y

Crosslisted with: ANT 672, LIN 672; Double Numbered with: WGS 472
Cross-cultural survey of the role of language in culture and society, including cognition and language usage along the dimensions of class, gender, race, ethnicity, and social status.

WGS 673 Women, Rap and Hip-Hop Feminism 3 IR

Double Numbered with: WGS 473
Links between feminism, rap music and hip-hop culture. We explore the work of actual women in hip-hop, images of women, and feminist critiques of the music and the culture. Additional work required of graduate students.

WGS 674 Culture and Folklore 3 IR

Crosslisted with: ANT 674; Double Numbered with: WGS 474
Ways in which folklore (oral and material traditions, including personal narratives), reflects key cultural ideas such as gender, ethnicity, and history. Analytical methods for examining folk traditions. Additional work required of graduate students.

WGS 678 Language & Gender 3 IR

Crosslisted with: ANT 678; Double Numbered with: WGS 478
The role of language in the construction of gender/sex, using works of linguistic anthropologists, sociolinguists, and feminists. Children's learning of gendered language; the intersection of gender, class, and language; gender and political economy.

WGS 690 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

WGS 700 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

WGS 705 Negotiating Difference: Coming of Age Narratives 3 IR

Using a range of genres, seminar; explores influence of place, family, and social expectations on self-definition; examines politics of everyday life, including trauma; and considers how authors craft stories in ways that resist marginalization.

WGS 740 Feminist Theories of Knowing 3 O

Key debates raised by feminist theorists about the knowledge/power nexus. Explores what typically counts as knowledge; issues of power and the politics of difference; marginalized knowledge models; and interdisciplinary inquiry.

WGS 746 Queer Rhetorics 3 E

Crosslisted with: CCR 746, CRS 746, QSX 746
Explores contemporary queer scholarship and activism from a rhetorical perspective. Analyzes purposes, arguments, tropes, figures, exigencies, modes of delivery, and audiences in historical and transnational contexts

WGS 757 Black Feminist Theories 3 IR

Crosslisted with: AAS 757
Explores historical backgrounds and contemporary expressions of Black feminist thought around the globe to broaden our knowledge of feminist theory. We take an interdisciplinary approach to Black feminist theory that crosses genres and disciplines.

WGS 764 Gender and Globalization 3 IR

Crosslisted with: ANT 764, GEO 764
The impact of the increasing hypermobility of capital and culture flows across borders on gender relations.

WGS 776 Gender, Education & Culture 3 IR

Crosslisted with: CFE 776, DSP 776
How gender is culturally constructed in American society with particular reference to education broadly conceived; how race and social class influence gender analysis.

WGS 795 Practice of Transnational Feminism 3 IR

Advanced seminar on issues of central concern for transnational feminist praxis and working space for discussion of ongoing student research. Anti-capitalist struggles; hegemonic feminisms; racialization; politics of knowledge; nationalism and sexual politics; anti-imperialist projects.

WGS 812 Advanced Seminar in Qualitative Research I 3 Y

Crosslisted with: EDU 810, SOC 811
Expand fieldwork skills and increase theoretical understanding; emphasis on "thinking qualitatively," intensive fieldwork.

WGS 821 Feminist Methodologies 3 SI

Crosslisted with: SOC 821
The feminist critique and its implications for planning, conducting, and reporting on empirical studies.

WGS 833 Race, Class and Gender 3 SI

Crosslisted with: SOC 833
Intersecting dimensions of inequality that structure social life in contemporary societies. Multiple effects of cross cutting oppressions and privileges, including sexuality and ability/disability.

WGS 876 Feminist Geography 3 O

Crosslisted with: GEO 876
The relationships between gender, space, and place. Topics include the gendered spaces of everyday life, identity and spatial metaphor, geographies of the body and the border, human migration, gender and the city.

World Language Prog: Korean

KOR 620 Language Training in Preparation for Research in Korean 3 S

Language instruction to prepare students to conduct research in areas that require knowledge of Korean. Permission of instructor. R3, 12 credits maximum

Writing Program

WRT 617 Advanced Technical Documentation 3 IR

Double Numbered with: WRT 417
Course builds on technical writing fundamentals by focusing on practical writing techniques and providing extensive practice in designing and writing technical product/process documents. Additional work required of graduate students.

WRT 619 Advanced Technical Writing Workshop 3 IR

Double Numbered with: WRT 419
Intensive experience in writing technical texts. Additional work required of graduate students. Undergraduates must have junior or senior standing.

WRT 627 Writing in Design and Development Environments 3 IR

Double Numbered with: WRT 427
Advanced technical writing course for professionals in design and development environments, focusing on writing that design and development teams perform regularly, with emphasis on writing embedded in system analysis, design, and implementation processes. Additional work required of graduate students.

WRT 637 Information Architecture and Technical Documents 3 IR

Double Numbered with: WRT 437
The relationship between technical writing and information architecture, integrating theories of design with technical composition techniques, and introducing formal structures used to represent, organize, retrieve, and apply information in technical documents. Additional work required of graduate students.

WRT 647 Technical Communication in Global Environment 3 IR

Double Numbered with: WRT 447
Complexities arising in writing technical documents for a wide range of audiences, including other races and cultures both domestically and internationally. Addresses ways that systems of knowledge, interfaces, design processes, and instructional mechanisms affect users. Additional work required of graduate students.

WRT 670 Practicum: Teaching College Writing 0-3 Y

Presentation and discussion of classroom, conference, and paper grading techniques. Planning and evaluating the student's own teaching. R

Faculty

Omanii Abdullah, Adjunct Instructor
M.A., University of Tennessee-Knoxville,
1974
Poetry

Meera Adya, Director of Research, Burton
Blatt Institute, College of Law
Ph.D., University of Nebraska-Lincoln, 2004;
J.D., University of Nebraska-Lincoln, 2002
Affiliated Faculty, Psychology; Law-
psychology, decision-making, employment
discrimination, genetic discrimination,
disability

Lois Agnew, Associate Professor of Writing
and Rhetoric
Ph.D., Texas Christian University, 1999
History of rhetoric and composition studies,
classical and British rhetorical theories, ethics
and public discourse, stylistics, rhetoric and
philosophy, rhetoric, composition

R. Craig Albertson, Assistant Professor,
Biology
Ph.D., University of New Hampshire, 2002
Developmental Biology, quantitative genetics,
comparative vertebrate morphology

Seth Aldrich, Adjunct Assistant Professor
Ph.D., Syracuse University, 1990

Beverly Allen, Professor
Ph.D., University of California, Berkeley,
1983
Italian, French, comparative literature,
cultural studies, feminist theory

Christine Allen, Adjunct Assistant Professor
Ph.D., Pennsylvania State University, 1987

David Althoff, Research Assistant Professor
Ph.D., Washington State University, 1998
Species interactions, molecular ecology, insect
community ecology

Ran Anbar, Adjunct Assistant Professor
M.D., University of Chicago, 1983

Douglas Anderson, Professor
Ph.D., Yale University, 1966
Algebraic topology

Cristian Armendariz-Picon, Assistant
Professor
Ph.D., Ludwig-Maximilians Universitat,
Munich (Germany), 2001
Cosmology, relativity, elementary particles, theory

Philip Arnold, Associate Professor
Ph.D., University of Chicago, 1992
History of Religions, Indigenous Traditions of
the Americas

Marina Artuso, Professor
Ph.D., Northwestern University, 1986
Elementary particles, experiment

A. Balachandran, Joel Dorman Steele
Professor of Physics
Ph.D., Madras University, 1962
Elementary particle theory

John Baldwin, Distinguished Professor,
Chemistry; William R. Kenan Jr. Professor of
Science
A.B., Dartmouth College, 1959; Ph.D.,
California Institute of Technology, 1963
Stereochemistry, kinetics, and mechanisms of
molecular rearrangements and fragmentations

Suzanne Baldwin, Professor
Ph.D., State University of New York at
Albany, 1988
Noble gas thermochronology, P-T-t evolution
of crustal terranes, plate boundary processes in
the Southwest Pacific, continental extensional
tectonics

Stefan Ballmer, Assistant Professor
Ph.D. MIT, 2006
Theoretical Astrophysics, gravitational Waves

Uday Banerjee, Professor
Ph.D., University of Maryland, 1985
Numerical solutions of differential equations

Crystal Bartolovich, Associate Professor
Ph.D., Emory University, 1993
Marxism, early modern studies, cultural studies

Kenneth Baynes, Professor, Philosophy and
Political Science
Ph.D., Boston University, 1987
Social and political philosophy, critical theory,
continental philosophy

Frederick Beiser, Professor
D.Phil., Oxford University (United Kingdom),
1980
Early modern philosophy, Kant, German
idealism

John Belote, Professor
Ph.D., University of North Carolina, Chapel
Hill, 1979
Developmental genetics, genetic and
molecular analysis of sex determination in
Drosophila

José Bernardete, Professor
Ph.D., University of Virginia, 1954
Metaphysics, philosophy of mathematics,
ancient philosophy

Tej Bhatia, Professor
Ph.D., University of Illinois, 1978
Hindi, linguistics; Indic languages, literature,
and linguistics

Himika Bhattacharya, Assistant Professor
Ph.D., University of Illinois at Urbana
Champaign, 2008
Feminist Theory, Third World and
Transnational Feminisms, Feminist
Ethnography

Marion Bickford, Professor Emeritus
Ph.D., University of Illinois, 1960
Petrologist and isotope geochemist

Benita Blachman, Trustee Professor;
Coordinator, Learning Disabilities
Ph.D., University of Connecticut, 1981
Educational psychology, reading and other
learning disabilities, teacher preparation

Marlene Blumin, Associate Professor;
Director, Study Skills Program
Ph.D., Cornell University, 1988
Curriculum and instruction, college
reading/study skills

Steven Blusk, Associate Professor
Ph.D., University of Pittsburgh, 1995
Experimental high-energy physics

Philip Borer, Professor
Ph.D., University of California, Berkeley,
1972
Biophysical chemistry, nucleic acid chemistry,
nuclear magnetic resonance analysis of RNA,
DNA and peptides

Mark Bowick, Professor
Ph.D., California Institute of Technology,
1983
Condensed matter theory

Benjamin Bradley, Associate Professor
Ph.D., University of Massachusetts, Amherst,
1999
Ethical theory, environmental ethics

Mark Braiman, Professor
Ph.D., University of California, Berkeley
Photobiology of retinoids; membrane protein
expression, purification, and crystallization;
time-resolved vibrational spectroscopy applied
to photochemical systems

Zachary Braiterman, Associate Professor
Ph.D., Stanford University, 1995
Modern Jewish thought and culture specializing
in 20th-century thinkers, religion, art

Susan Branson, Associate Professor;
Professor, Director of American Studies
Ph.D., Northern Illinois University, 1992
Early American History

Collin Brooke, Associate Professor
Ph.D., University of Texas at Arlington, 1997
Rhetorics of technology, histories and theories
of rhetoric, critical theory

Amanda Brown, Assistant Professor
Ph.D., Boston University, 2007
Languages, literatures, and Linguistics, applied
linguistics

Duncan Brown, Assistant Professor
Ph.D., University of Wisconsin-Milwaukee,
2004
Theoretical astrophysics, relativity

Mark Brown, Associate Professor
Ph.D., Syracuse University, 1971
Modal logic, semantics, philosophical
problems of logic, philosophical foundations
of geometry and the philosophy of space and
time

Stuart Brown, Professor

Joan Bryant, Associate Professor
Ph.D., Yale University, 1996
American religious history

Gail Bulman, Associate Professor
Ph.D., Syracuse University, 1996
Spanish, 20th-century Latin American
literature

Michael Burkard, Associate Professor
M.F.A., University of Iowa, 1973
Creative writing, poetry

Dympna Callaghan, Dean's Professor in the Humanities
Ph.D., Sussex University, 1986
Feminism, early modern culture, and theory

Horace Campbell, Professor, African American Studies and Political Science
Ph.D., Sussex University, 1979
Comparative politics of Africa and the Caribbean, armaments culture, political economy

Nancy Cantor, Chancellor, Professor
Ph.D. Stanford University, 1978
Personality and social psychology; personality and cognition.

John Caputo, Thomas J. Watson Professor of Religion and Humanities
Ph.D., Bryn Mawr College, 1968
Deconstruction, hermeneutics, phenomenology, continental philosophy of religion

Kate Carey, Professor
Ph.D., Vanderbilt University, 1985
Substance abuse, stress and coping processes, mentally ill chemical abusers

Michael Carey, Professor
Ph.D., Vanderbilt University, 1986
Sexual dysfunctions, health psychology, HIV prevention

Robert Carey, Adjunct Associate Professor
Ph.D., University of Chicago, 1966

Jeffrey Carnes, Associate Professor
Ph.D., University of North Carolina, 1986
Greek poetry, mythology and Augustan Rome

Linda Carty, Associate Professor
Ph.D., University of Toronto (Canada), 1989
Race, class, and gender studies; comparative sociology; international development post-colonial discourse; Third World feminisms

Theo Cateforis, Assistant Professor
Ph.D., State University of New York at Stony American music, 20th-century music, popular music, jazz

Simon Catterall, Professor
Ph.D., Oxford University (United Kingdom), 1988
Elementary particles, theory, computational physics

Ronald Cavanagh, Associate Professor
Th.D., Graduate Theological Union, Berkeley, 1968
1968 Philosophy of religion

Joseph Chaiken, Professor
Ph.D., University of Illinois, 1982
Physical chemistry, inter-/intramolecular energy transfer, molecular beam/laser spectroscopy, laser chemistry, fractals, coalescence growth systems, biomedical spectroscopy

Arindam Chakraborty, Assistant Professor
Ph.D., University of Minnesota, 2005
Theoretical and computational investigation of energy conversion processes in quantum dots and solar cells; electrochemical processes on metal surfaces; development of quantum mechanical methods for nuclear and electronic dynamics; applications to materials and biomolecules

Samuel Chan, Professor
Ph.D., University of Rochester, 1970
Mitochondrial membrane complexes, bioenergetics in normal and tumor tissues

Pinyuen Chen, Professor
Ph.D., University of California, Santa Barbara, 1982
Statistics

Xin Chen, Assistant Professor, Mathematics
Ph.D. University of Minnesota, 2010
Statistics

John Chisholm, Associate Professor
Ph.D., University of California, Irvine, 2000
Organic chemistry, medical, chemistry, synthesis, catalysts.

Daniel Clark, Assistant Professor
Ph.D., SUNY Buffalo, 2008
Organic and organometallic chemistry; catalytic reaction development; natural product synthesis

Steven Cohan, Professor
Ph.D., University of California, Los Angeles, 1974
Film studies, narrative theory, gender studies

Dan Coman, Professor
Ph.D., University of Michigan, 1997
Several complex variables

Catherine Cornwell, Associate Professor
Ph.D., Massachusetts Institute of Technology, 1975
Neurobiology of learning and memory

Michael Cosgrove, Assistant Professor
Ph.D., Syracuse University, 1998
Structural biology, biochemistry, biophysics, epigenetics

J. Cox, Professor
Ph.D., Cornell University, 1976
Probability

Amy Criss, Assistant Professor
Ph.D., Indiana University, 2004
Human memory; mathematical modeling

T. Jackie Cuevas, Assistant Professor
Ph.D., University of Texas at Austin, 2010
English, Ethnic and Third World Literatures, Mexican American studies and women's and gender studies

Pedro Cuperman, Associate Professor
Licenciado, University of Buenos Aires (Argentina), 1966
Spanish, Latin American literature, critical theory, semiotics

James Dabrowiak, Professor
Ph.D., Western Michigan University, 1970
Metallo-drugs, metals in medicine, drug delivery, drug-nucleic acid interactions

Steven Diaz, Associate Professor
Ph.D., Brown University, 1982
Algebraic geometry

David Kwame Dixon, Assistant Professor
Ph.D., Clark-Atlanta University, 1996
International relations/comparative politics, political economy and American government

Laurinda Dixon, Professor
Ph.D., Boston University, 1980
Northern Renaissance painting, relationships between art and science

Helen Doerr, Laura J. and L. Douglas Meredith Professor
Ph.D., Cornell University, 1994
Mathematical modeling, functions and problem-solving using computing technology, teacher professional development

Karen Doherty, Associate Professor
Ph.D., University of Wisconsin-Madison, 1994
Audiology, psychoacoustics, hearing aids, speech perception

Sharon Dotger, Assistant Professor
Ph.D., North Carolina State University, 2006
Science teacher education, inclusive science education

Robert Doyle, Associate Professor
Ph.D., University of Dublin, Trinity College, 2002, Anderson Foundation Fellow, Yale University, 2004
Bioconjugate chemistry, chemical biology, molecular biology

Marvin Druger, Laura J. and L. Douglas Meredith Professor Emeritus
Ph.D., Columbia University, 1961
Science teacher education, general biology instruction, evolutionary genetics

Kishi Animashaun Ducre, Assistant Professor
Ph.D., University of Michigan, 2005
Environmental justice

Edward Dudewicz, Professor Emeritus
Ph.D., Cornell University, 1969
Statistics, decision theory, multivariate and heteroscedastic analysis, statistical consulting and computing, simulation, design of experiments, fitting statistical distributions

Jerome Dusek, Professor
Ph.D., University of Illinois, 1969
Self-concept and identity development in adolescence, sex roles, coping with stress

Collette Eccleston, Assistant Professor
Ph.D., University of California, Santa Barbara, 2005
Stigma, prejudice, and discrimination; motivation; coping; intergroup relations

Michael Echeruo, William Safire Professor in Modern Letters
Ph.D., Cornell University, 1965
Shakespeare, African literature, theory

Tanya Eckert, Associate Professor; Director, Graduate Training Program in School Psychology
Ph.D., Lehigh University, 1996
Assessment of academic and behavioral problems, school-based interventions, acceptability of assessment procedures

Susan Edmunds, Associate Professor
Ph.D., Yale University, 1991
Twentieth-century American literature, modernism, African American literature, theories of the body

Kevan Edwards, Assistant Professor
Ph.D., Rutgers University, 2006
Philosophy of mind, philosophy of language, cognitive science

Mary Louise Edwards, Professor
Ph.D., Stanford University, 1979
Phonetics, phonology, articulation, phonological development and disorders

Scott Erdman, Associate Professor
Ph.D., University of California, Davis, 1994
Regulation of cell differentiation

Kathryn Everly, Associate Professor
Ph.D., University of Texas, 2000
Contemporary Peninsular Spanish literature, Catalan literature and women writers

Craig Ewart, Professor
Ph.D., Stanford University, 1978
Health psychology, behavioral medicine, psychophysiology

Carol Fadda-Conrey, Assistant Professor, English

Gareth Fisher, Assistant Professor
Ph.D., University of Virginia, 2006
Buddhism, Chinese Buddhism, contemporary religion, globalization

Paul Fitzgerald, Professor, Earth Sciences
Ph.D., University of Melbourne (Australia), 1988
Low temperature thermochronology (fission track, U-Th/He), tectonics, landscape evolution of Antarctica

Arthur Flowers, Associate Professor
B.A., City University of New York, 1979
Creative writing, fiction

Thomas Fondy, Professor
Ph.D., Duquesne University, 1961
Cancer biology and cancer chemotherapy, drug resistance and host immune response in cancer, liposomal drug formulations in experimental cancer treatment, animal models in cancer research

Martin Forstner, Assistant Professor
Ph.D. University of Texas, Austin, 2003
Biophysics, experimental soft condensed matter, biophotonics

Kenneth Foster, Professor
Ph.D., California Institute of Technology, 1972
Biophysics of rhodopsin-based photoreceptors

Rodney Foster, Assistant Professor
Ph.D., Syracuse University, 1998
Eighteenth-century music

Jean-Francois Fournier, Assistant Professor
Languages, Literatures and Linguistics

Wayne Franits, Professor
Ph.D., Institute of Fine Arts, New York University, 1987
Baroque art, 17th-century Dutch painting

Douglas Frank, Associate Professor
Ph.D., Syracuse University, 1990
Plant and ecosystem ecology, emphasizing the effects of ungulates on grasslands

Teresa Freedman, Research Professor
Ph.D., University of Pennsylvania, 1972
Physical chemistry, computational chemistry, vibrational circular dichroism, Raman optical activity

Jason Fridley, Assistant Professor
Ph.D., University of North Carolina, Chapel Hill, 2002
Patterns of biodiversity, functional significance of biodiversity for ecological systems

Ken Frieden, B.G. Rudolph Professor
Ph.D., Yale University, 1984
Comparative literature, Hebrew and Yiddish fiction; European and American Judaic traditions; psychoanalysis and literary theory

Andre Gallois, Professor
B. Phil., University of Oxford, 1971
Epistemology, metaphysics, philosophy of language

Myrna Garcia, Assistant Professor
Ph.D., University of California, Berkeley, 1989
Caribbean literature

Anthony Garza, Associate Professor
Ph.D., Texas A and M University, 1995
Microbiology, gene expression in development

Stefano Giannini, Assistant Professor

Mark Ginsberg, Adjunct Associate Professor
Ph.D., Southern Illinois University, 1975

Ann Gold, Professor
Ph.D., University of Chicago, 1984
Teaching and research on religion in South Asia, popular Hinduism, women's expressive traditions, religions and environment, folklore, oral history

Michael Goode, Associate Professor
Ph.D., University of Chicago, 2001
British Romantic and early Victorian literature and culture, gender studies

Jerry Goodisman, Professor
Ph.D., Harvard University, 1963
Physical chemistry, chemical vapor disposition, platinum anticancer drugs, light scattering from skin.

Michael Gordon, Adjunct Associate Professor
Ph.D., Ohio State University, 1977

Judith Gorovitz, Adjunct Assistant Professor
Ph.D., Case Western Reserve University, 1973

Samuel Gorovitz, Professor
Ph.D., Stanford University, 1963
Ethics, public policy, decision making

Richard Gramzow,
Ph.D. University of North Carolina, Chapel Hill, 1997
The self, groups, psychophysiology

Jack Graver, Professor
Ph.D., Indiana University, 1966
Combinatorics and graph theory

David Greenberg, Adjunct Associate Professor
Ph.D., Indiana University, 1966
Combinatorics and graph theory

Gerald Greenberg, Associate Professor, Associate Dean
Ph.D., Cornell University, 1985
Russian, Slavic linguistics

Roger Greenberg, Adjunct Professor
Ph.D., Syracuse University, 1968

Philip Griffin, Professor
Ph.D., University of Minnesota, 1982
Probability theory, mathematical finance

Erika Haber, Associate Professor
Ph.D., University of Michigan, 1993
Russian language and literatures

Rania Habib, Assistant Professor
Languages, Literatures and Linguistics

F. Hainsworth, Professor
Ph.D., University of Pennsylvania, 1968
Physiological ecology and comparative physiology, emphasizing energetic relationships in small mammals and birds

Roger Hallas, Associate Professor
Ph.D., New York University, 2002
Cinema studies

M. Hamner, Associate Professor
Ph.D., Duke University, 1997
Pragmatism, critical theory, women's studies, film, and popular culture

John Harkulich, Adjunct Assistant Professor
Ph.D., Florida State University, 1979

Robert Hatfield, Adjunct
Ph.D., Harvard University, 1966
Italian Renaissance art

Brooks Haxton, Professor
M.A., Syracuse University, 1981
Creative writing, poetry

Daniel Hayes, Assistant Professor

Mark Heller, Professor
Ph.D., Syracuse University, 1984
Metaphysics, epistemology

H. Hemphill, Associate Professor
Ph.D., Cornell University, 1967
Microbiology, microbial genetics

Margaret Himley, Professor
Ph.D., University of Illinois, Chicago, 1983
Composition and critical pedagogy, curriculum design, LGBT studies and queer rhetoric, phenomenological theories of children and childhood

Joseph Himmelsbach, Adjunct Associate Professor
Ph.D., Syracuse University, 1972

Gregory Hoke, Assistant Professor
Ph.D., Cornell University, 2006
Geomorphology, sedimentary geology, tectonics

Richard Holmes, Research Assistant Professor
Ph.D., University of Maryland, 1985
Elementary particles, experiment

Jeehee Hong, Assistant Professor
Ph.D. University of Chicago, 2008
Art of China; Arts of East Asia

Marc Howard, Associate Professor
Ph.D., University of Chicago, 1999
Human memory, cognitive neuroscience, mathematical and computational modeling

William Hoyer, Professor
Ph.D., West Virginia University, 1972
Life-span developmental psychology, learning and memory, cognitive aging, and aging

Wu-Teh Hsiang, Associate Professor
Ph.D., University of Pennsylvania, 1977
Differential geometry and differential equations

Jay Hubisz, Assistant Professor
Ph.D. Cornell University, 2006
Theoretical particle physics, cosmology

Bruce Hudson, Professor
Ph.D., Harvard University, 1972
Molecular spectroscopy and biophysical chemistry; inelastic neutron scattering studies of molecular crystals, especially those with unusual hydrogen bonding and comparison with theory; biophysical applications of fluorescence

Marsha Hunt, Part-time Instructor
J.D., Syracuse University, 1987

Sydney Hutchinson, Assistant Professor
Ph.D. New York University, 2008
Ethnomusicology

Richard Ingersoll, Ph.D.
Ph.D., University of California; Berkeley
16th century Italian architecture and survey of Italian urbanism.

Linda Ivany, Associate Professor
Ph.D., Harvard University, 1997
Evolutionary paleoecology, paleontology, paleoclimatology

Tadeusz Iwaniec, John Raymond French Distinguished Professor of Mathematics
Ph.D., University of Warsaw, 1975
Analysis

Mary Jackowski, Adjunct Assistant Professor
Ph.D., State University of New York Health Science Center, 1979

Mary Jeannotte, Adjunct Assistant Professor
Ph.D., State University of New York at Buffalo, 1993

Annette Jenner, Assistant Professor
Ph.D., Harvard University, 1998
Neuroscience, neurobiology of language

Jean Jonassaint, Associate Professor
Ph.D., Université de Montreal (Canada), 1990
xFrancophone studies, Haitian novel

Harold Jones, Professor
Ph.D., Princeton University, 1968
Spanish golden age literature

Randall Jorgenson, Associate Professor
Ph.D., University of Kansas, 1983
Health psychology, effects of personality coping, stress and heredity on cardiovascular reactivity

Bette Kahler, Instructor
M.Mus., Syracuse University, 1971
Organ performance and instruction, music history and theory

James Kallmerten, Professor
Ph.D., Brown University, 1979
Organic chemistry, organic synthesis, emphasizing methods and strategies for the preparation of biologically active natural products and electro-optical materials

Mary Karr, Jesse Truesdell Peck Professor of English Literature
M.F.A., Goddard College, 1980
Creative writing, poetry

Jeffrey Karson, Professor, Chair, Earth Sciences
Ph.D., State University of New York at Albany, 1977
Structural geology and tectonics

Tazim Kassam, Associate Professor
Ph.D., McGill University, 1993
History of religions, specializing in Islamic traditions and religions of South Asia

Christopher Kennedy, Associate Professor
M.F.A., Syracuse University, 1988
Creative writing, poetry

Krista Kennedy, Assistant Professor, Writing Program
Ph.D. University of Minnesota Twin Cities, 2009
Digital Rhetorics, Intellectual Property and Authorship, Textual Materiality, Technical and Professional Communication

Marilyn Kerr, Assistant Professor
Ph.D., Duke University, 1966
Developmental biology

Hyune-Ju Kim, Professor
Ph.D., Stanford University, 1988
Statistics

Claudia Klaver, Associate Professor
Ph.D., Johns Hopkins University, 1995
Nineteenth-century British literature and culture, feminist theory, women's studies, gender studies, and imperialism

Mark Kleiner, Professor
Ph.D., Kiev (USSR) State University, 1972
Representations of finite dimensional algebras

Jaklin Kornfilt, Professor
Ph.D., Harvard University, 1984
Syntactic theory, typology, German syntax, Turkish and Turkic linguistics

Timothy Korter, Associate Professor
Ph.D., University of Pittsburgh, 2001
Laser spectroscopy and computational chemistry

Leonid Kovalev, Assistant Professor
Ph.D. Washington University, 2005
geometric function theory

Thomas Krisher, Adjunct Assistant Professor
Psy.D., Hahnemann University, 1986

Robert Kuehnel, Adjunct Assistant Professor
Ph.D., University of Maine, 1988

Matthew LaHaye, Assistant Professor
Ph.D. University of Maryland, College Park, 2005
Experimental condensed matter physics

Gregg Lambert, Associate Professor
Ph.D., University of California at Irvine, 1995
Comparative literature and theory

Amy Lang, Professor
Ph.D., Columbia University, 1980
American literature and culture, women's studies

Larry Lantinga, Adjunct Associate Professor
Ph.D., University of Nebraska, 1973

Laura Lautz, Assistant Professor
Ph.D., Syracuse University, 2005
Hydrology, hydrogeology

Graham Leuschke, Associate Professor
Ph.D., University of Nebraska, 2000
Algebra, commutative algebra

Lawrence Lewandowski, Professor
Ph.D., University of Michigan, 1978
School psychology, exceptional children, neuropsychology

Katharine Lewis, Associate Professor, Biology
Ph.D. University College, London 1998

L. Gauce Lewis Jr., Professor
Ph.D., University of Chicago, 1978
Algebraic topology

John Lindberg Jr., Professor Emeritus
Ph.D., University of Minnesota, 1960
Banach algebras, Banach spaces

Carol Lipson, Professor Emeritus
Ph.D., University of California, Los Angeles,
1971
Rhetoric of ancient cultures before the Greeks,
technical communication, science writing

Edward Lipson, Professor
Ph.D., California Institute of Technology,
1971
Biophysics, experimental studies of sensory
processes

Soren Lowell, Assistant Professor
Ph.D., University of Arizona, 2005
Voice physiology, voice disorders, swallowing,
neurolaryngology

Yan-Yeung Luk, Associate Professor
Ph.D., University of Chicago, 2001
Bio-organic, chemical biology, nanometer-
scale and biocompatible materials, biosurfaces

Adam Lutoborski, Professor
Ph.D., Polish Academy of Sciences, 1981
Numerical analysis, applied mathematics

Scott Lyons, Associate Professor
Ph.D., Miami University, 2000
Native American literature and rhetoric

Erin Mackie, Associate Professor,
Department Chair, English
Ph.D., Princeton University, 1994
Restoration and 18th-Century British
literature

Diane Magini, Adjunct
Restorer, Uffizi Gallery, Florence History and
practice of art restoration

Christine Mahoney, Assistant Professor

Eleanor Maine, Associate Professor
Ph.D., Princeton University, 1984
Developmental genetics, cell-cell interactions

Stephen Maisto, Professor
Ph.D., University of Wisconsin, 1975
Etiology and treatment of alcohol and drug
use disorders, treatment and process, outcome
evaluation

M. Cristina Marchetti, William R. Kenan Jr.
Professor, Chair Department of Physics
Ph.D., University of Florida, 1982
Condensed-matter theory

Brian Martens, Professor
Ph.D., University of Nebraska, Lincoln, 1985
Applied behavior analysis and school
consultation

Charles Martin, Visiting Professor
Ph.D., State University of New York at
Buffalo, 1987
Poetry

Joanna Masingila, Laura J. and L. Douglas
Merdith Professor
Ph.D., Indiana University, 1992
Connecting mathematics practice in and out
of school, teacher learning

Kevin Masters, Professor
Ph.D., Brigham Young University, 1989
Relationship between religious spiritual
variables and health

Matilde Mateo, Assistant Professor
Ph.D., University of Santiago de Compostela
(Spain), 1994
Art of Middle Ages, classical art, romantic
aesthetics

Vivian May, Associate Professor
Ph.D., Emory University, 1997
Feminist epistemologies, African American
and Third World feminist theories,
decolonizing the imagination, critical
pedagogy, literature and social change

Mathew Maye, Assistant Professor
Ph.D., SUNY Binghamton, 2005
Inorganic chemistry, materials science,
nanoscience, biomimetics, self-assembly

Janis Mayes, Associate Professor
Ph.D., Brown University, 1975
Francophone, African, Caribbean, and African-
American literatures, literary translation

Edward McClennen, Professor, Political
Philosophy and Political Science
Ph.D., John Hopkins University, 1968
Moral and political philosophy, decision and
game theory

Terry McConnell, Professor
Ph.D., University of Illinois, 1981
Probability, analysis

Kris McDaniel, Associate Professor
Ph.D., University of Massachusetts-Amherst,
2004
Metaphysics, philosophy of religion, ethics

Thomas McKay, Professor
Ph.D., University of Massachusetts, 1974
Philosophy of logic, philosophy of language,
metaphysics

Dennis McKillop, Adjunct Assistant
Professor
Ph.D., University of Arizona, 1984

Alick McLean, Ph.D.
Ph.D., Princeton University School of
Architecture
Italian Romanesque, Gothic and Renaissance
architecture and urban design.

Stephen Meyer, Assistant Professor
Ph.D., SUNY Stony Brook, 1996
Eighteenth and 19th century music, history of
opera

Alan Middleton, Professor
Ph.D., Princeton, 1990
Condensed matter, theory; computational
physics

Claudia Miller, Associate Professor
Ph.D., University of Illinois at Urbana-
Champaign, 1997
Commutative algebra

Patricia Miller, W. Earl Ledden Professor
Ph.D., University of Chicago, 1979
Religion in late antiquity, Graeco-Roman
religions, early Christian asceticism and
hagiography

Donald Mills, Associate Professor
Ph.D., University of Iowa, 1970
Classics, Greek and Roman literature

Linda Milosky, Associate Professor
Ph.D., University of Wisconsin, Madison,
1986
Language development and disorders, discourse
processing, pragmatics, cognition and language

Chandra Talpade Mohanty, Professor
Ph.D., Education, University of Illinois,
Urbana-Champaign, 1987
Transnational feminist theory, anti-racist
pedagogy, post-colonial and third world
studies, cultural studies and radical education

Patricia Moody, Associate Professor
Ph.D., University of Texas, Austin, 1972
Linguistics, Medieval English literature,
literary theory, rhetoric and composition

Edward Mooney, Professor
Ph.D., University of California, Santa
Barbara, 1968
Kierkegaard, literature, philosophy and
religion, environmental vision

Rebecca Moore Howard, Professor of
Writing and Rhetoric
Ph.D., West Virginia University, 1984
Theory of authorship, print culture studies,
stylistics, composition history,
sociolinguistics, writing across the curriculum,
composition pedagogy, writing program
administration

Kevin Morrison, Assistant Professor
Ph.D., Rice University, 2009
Victorian literature and culture

Donald Morton, Professor
Ph.D., Johns Hopkins University, 1971
Marxism, critical and social theory, feminism,
queer theory, cultural studies and cybertheory

Raymond Mountain, Research Assistant
Professor
Ph.D., Notre Dame, 1992
Elementary particles, experiment

Liviu Movileanu, Associate Professor
Ph.D., University of Bucharest, 1997
Biophysics

Micere Githae Mugo, Laura J. and L.
Douglas Meredith Professor
Ph.D., University of New Brunswick (Canada),
1973
Orature, literature, creative writing, Pan-
Africanist studies, education

Henry Mullins, Professor
Ph.D., University of North Carolina, Chapel
Hill, 1978
Tropical carbonate platforms, oceanography,
and the Lacustrine Record of Quaternary
climate change in the Finger Lakes and Ireland

Laurence Nafie, Distinguished Professor
Ph.D., University of Oregon, 1973
Physical chemistry, vibrational optical
activity of molecules of biological and
pharmaceutical interest, infrared and near-
infrared vibrational circular dichroism (VCD),
Raman optical activity (ROA), Fourier
transform spectroscopy theory of resonance
Raman scattering, molecular electron
transition current density

Bence Nanay, Assistant Professor
Ph.D., University of California, Berkeley, 2006
Philosophy of mind, philosophy of biology, aesthetics

Jonathan Nelson, Ph.D.
Ph.D. in Art History, Institute of Fine Arts, New York University
Renaissance art history.

Leonard Newman, Associate Professor;
Director, Graduate Training Program in Social Psychology
Ph.D., New York University, 1990
Social cognition, social stigma, attitudes, psychology of genocide

Cathryn Newton, Professor
Ph.D., University of California, Santa Cruz, 1983
Paleobiology, paleoecology of mass extinctions, environmental stratigraphy

Richard O'Neill, Adjunct Associate Professor
Ph.D., State University of New York at Buffalo, 1983

Jani Onninen, Associate Professor
Ph.D., University of Jyväskylä (Finland), 2002
Nonlinear analysis and geometric function theory

Stephanie Ortigue, Assistant Professor
Ph.D., Geneva University of Medicine and Savoy University, 2004
Implicit perception, self-consciousness and its relationship to social cognition.

Tibor Palfai, Professor
Ph.D., University of Waterloo, 1969
Psychopharmacology, effects of drugs on learning and memory

Iswari Pandey, Assistant Professor
Ph.D., University of Louisville, 2004
Literacy studies, writing, (critical) ethnography, global/post-colonial rhetorics, multimodal compositions

Aesoon Park, Assistant Professor
Ph.D., University of Missouri-Columbia, 2006
Longitudinal person-environment interplay on alcohol misuse across emerging and young adulthood.

Stephen Parks, Associate Professor
Ph.D., University of Pittsburgh, 1993
Rhetoric, composition, community literacy/publishing, language politics, cultural studies

Joseph Pellegrino, Clinical Assistant Professor
Au.D., University of Florida, 2004
Adult audiologic assessments and hearing aids

Melissa Pepling, Assistant Professor
Ph.D., State University of New York at Stony Brook, 1995
Mouse germ line development, oogenesis

Scott Pitnick, Professor
Ph.D., Arizona State University, 1992
Microevolutionary processes and macroevolutionary relationships

Donald Planty, Professor

Britton Plourde, Assistant Professor
Ph.D., University of Illinois, Urbana-Champaign, 2000
Condensed matter, experiment

Eygeny Poletsky, Professor
Ph.D., University of Moscow (Russia), 1973
Geometric theory of functions of real and complex variables

Gwendolyn Pough, Associate Professor
Ph.D., Miami University, Ohio, 2000
African American rhetorical traditions, feminist rhetorics, popular culture, writing, rhetoric, composition, Black feminist theory, public sphere theory, popular culture

Minnie Bruce Pratt, Professor
Ph.D., University of North Carolina, 1979
Feminist theory and intersections of race, class, gender, and sexuality; intersection of lesbian, gay, bisexual, and transgender lives and issues; creative nonfiction and poetry; story telling and activism

Beth Prieve, Professor
Ph.D., University of Iowa, 1989
Auditory physiology, the diagnosis of hearing loss

Declan Quinn, Associate Professor
Ph.D., University of Wisconsin, 1985
Algebra, algebraic geometry, graph theory

Gary Radke, Professor
Ph.D., Institute of Fine Arts, New York University, 1980
Italian Medieval and Renaissance art

Ramesh Raina, Associate Professor
Ph.D., Jawaharlal Nehru University (India), 1991
Molecular signaling mechanisms between plants and their pathogens

Surabhi Raina, Instructor
Ph.D., Banaras Hindu University, 1992
Plant molecular genetics, biotechnology

Romita Ray, Assistant Professor
Ph.D., Yale University, 1999
18th- and 20th-century European and British Empire art/architecture, South Asian art

Kara Richardson, Assistant Professor
Ph.D., University of Toronto, 2008
Medieval philosophy, early modern philosophy

Brian Rieger, Adjunct Assistant Professor
Ph.D., Fordham University, 1996

Robin Riley, Assistant Professor
Ph.D., Syracuse University, 2000
Gender, war and militarism, transnational feminism, gender studies and queer theory, feminist international relations theory, feminist methodologies, popular culture, feminist theory, feminist pedagogy

Alicia Rios, Associate Professor
Ph.D., University of Maryland, 1992
Latin American literature and culture

Mark Ritchie, Professor
Ph.D., University of Michigan, 1987
Biodiversity, plant-herbivore interactions, conservation biology

William Ritchie, Associate Professor
Ph.D., University of Michigan, 1969
Linguistics, adult second-language learning, applied linguistics

David Rivers, Research Assistant Professor, Biology

John Robertson, Assistant Professor
Ph.D., University of Texas, 1975
Ancient philosophy, Aristotle's metaphysics, philosophy of mind, theory of action

Marcia Robinson, Assistant Professor
Ph.D., Emory University, 2001
Christian thought, African American religion and art

Carl Rosenzweig, Professor
Ph.D., Harvard University, 1972
Elementary particle theory, relativistic quantum field theory, gauge theory, cosmology

Zaline Roy-Campbell, Associate Professor
Ph.D., University of Wisconsin-Madison
Cultural and linguistic diversity, successful schools for African American students

Patricia Roylance, Assistant Professor
Ph.D., Stanford University, 2005
Early American literature and culture

Jeffrey Rozelle, Assistant Professor
Ph.D. Michigan State University, 2010
science teacher learning, socialization

Herbert Ruffin, Assistant Professor
Ph.D., Claremont Graduate University, 2007
African American history, U.S. West history, urban history.

Karin Ruhlandt, Distinguished Professor, Chair
Dr.rer.nat., Philipps University, Marburg (Germany), 1991
Inorganic and organometallic chemistry, crystallography, synthesis and structural characterization of inorganic compounds and their application in synthetic, solid state, and polymer chemistry

John Russell, Professor
Ph.D., University of Utah, 1971
Cellular physiology, ion transport, effects of viruses on cellular homeostatic processes

Scott Samson, Professor
Ph.D., University of Arizona, 1990
U-pb geochronology, chemical evolution of the crust-mantle system, evolution of neoproterozoic circum-Atlantic orogens

Jurepan Saranak, Research Assistant Professor
Ph.D., Mt. Sinai Medical School, 1981
Biophysics

- Peter Saulson**, Martin A. Pomerantz '37
Professor in Physics
Ph.D., Princeton University, 1981
Relativity, astrophysics experiment
- George Saunders**, Professor
M.F.A., Syracuse University, 1988
Creative writing, fiction
- Douglas Scaturro**, Adjunct Associate Professor
Ph.D., Claremont Graduate School, 1979
- Joseph Schechter**, Professor
Ph.D., University of Rochester, 1965
Elementary particle theory
- Eileen Schell**, Associate Professor, Chair and Director, Writing Program
Ph.D., University of Wisconsin-Milwaukee, 1993
Composition theory, 19th- and 20th-century rhetorical theory, women's rhetoric, feminist theory
- Eric Schiff**, Professor
Ph.D., Cornell University, 1979
Amorphous and crystalline semiconductors: defects, transport and recombination
- Richard Schnee**, Assistant Professor
Ph.D., University of California-Santa Cruz, 1996
Experimental observational cosmology
- Christopher Scholz**, Associate Professor
Ph.D., Duke University, 1989
Sequence stratigraphy, lacustrine and rift basin sedimentation and reflection seismology
- Jennifer Schwarz**, Assistant Professor
Ph.D., Harvard, 2002
Condensed matter theory
- Sascha Scott**, Assistant Professor
Ph.D., Rutgers University, 2008
19th- and 20th-century American art, art of the American West, representations of American Indians
- Kari Segraves**, Assistant Professor
Ph.D., Vanderbilt University, 2003
Plant-insect interactions, mutualism, coevolution, and phylogenetics
- Lixin Shen**, Associate Professor
Ph.D., Zhongshan University, 1996
Wavelets and image processing
- Linda Shires**, Professor
Ph.D., Princeton University, 1981
19th-century British literature and culture, narrative theory, feminism, gender studies
- Stephanie Shirilan**, Assistant Professor
Ph.D., Brandeis University, 2009
Seventeenth-century literature and culture
- Donald Siegel**, Professor
Ph.D., University of Minnesota, 1981
Regional hydrogeology, wetland hydrogeology, groundwater geochemistry
- Renate Simson**, Part-time Assistant Professor
Ph.D., Syracuse University, 1974
Nineteenth-century African American literature
- Tomasz Skwarnicki**, Professor
Ph.D., Institute of Nuclear Physics, Krakow (Poland), 1986
Elementary particles, experiment
- Bruce Smith**, Professor
M.A., Bucknell University, 1971
Creative writing, poetry
- Joshua Smyth**, Professor
Ph.D., State University of New York at Stony Brook, 1998
Health psychology/behavioral medicine, stress and coping, psychological interventions
- Mitchell Soderberg**, Assistant Professor
Ph.D. University of Michigan, 2006
Elementary particles, experiment
- Paul Souder**, Professor
Ph.D., Princeton University, 1971
Medium energy experiments
- James Spencer**, Professor, Director
v
Inorganic and organometallic-borane and carborane cluster complexes and photochemistry, forensic science, formation of solid state materials by chemical vapor decomposition and aerosol techniques, nanostructures and nonlinear optical materials
- Joshua Spencer**, Sutton Fellow
Ph.D., University of Rochester, 2008
Metaphysics, philosophy of language
- Dana Spiotta**, Assistant Professor
B.A., Evergreen State College, 1992
Creative writing, fiction
- Michael Sponsler**, Professor
Ph.D., California Institute of Technology, 1987
Organic and organometallic chemistry, liquid crystalline holographic materials
- Robert Sprafkin**, Adjunct Professor
Ph.D., Ohio State University, 1968
- W. Thomas Starmer**, Professor
Ph.D., University of Arizona, 1972
Population genetics, evolutionary biology, ecological genetics
- Michael Stocker**, Irwin and Marjorie Gutttag Professor
Ph.D., Harvard University, 1966
Ethics, moral psychology
- Sheldon Stone**, Professor
Ph.D., University of Rochester, 1972
Elementary particles, experiment
- Eileen Stempel**, Associate Professor/Associate Dean of the Graduate School
D.M., Indiana University, 1998
European and American art song, women and music, vocal performance
- Melody Sweet**, Part-time Instructor
Ph.D., University of Pennsylvania, 1985
Physiology and molecular biology
- Harvey Taub**, Adjunct Professor
Ph.D., University of Massachusetts, 1963
- Harvey Teres**, Associate Professor
Ph.D., University of Chicago, 1986
Twentieth-century American literature and culture, Marxist theory, American studies
- Greg Thomas**, Associate Professor
Ph.D., University of California-Berkeley, 1999
African/diasporic literature and culture, studies in sex and sexuality, world political criticisms
- Laurence Thomas**, Professor, Philosophy and Political Science
Ph.D., University of Pittsburgh, 1976
Ethical theory, social philosophy, the Holocaust
- Maria Ticio Quesada**, Assistant Professor
Languages, Literatures and Linguistics
- John Tillotson**, Associate Professor
Ph.D. University of Iowa, 1996
Science teacher education, teachers' beliefs and practices, rural education
- Karina Tippelskirch**, Assistant Professor
Ph.D., Philipps-Universität, Marburg University (Germany)
German language and literature
- Silvio Torres-Saillant**, Associate Professor
Ph.D., New York University, 1991
Caribbean, United States, Latino, and comparative literature
- Nancy Totah**, Associate Professor
Ph.D., Yale University; 1990
New methods for organic synthesis, asymmetric synthesis of natural products
- Joseph Tupper**, Professor
Ph.D., State University of New York at Albany, 1970
Growth-factor regulation of cell proliferation
- John Ucci**, Professor
Ph.D., University of California, Berkeley, 1964
Algebraic topology
- J. Albert Uy**, Associate Professor
Ph.D., University of Maryland-College Park, 2000
Sexual selection, animal communication, speciation
- Robert Van Gulick**, Professor
Ph.D., University of California, Berkeley, 1976
Philosophy of mind, philosophy of psychology
- Peter Vanable**, Associate Professor
Ph.D., University of Illinois at Chicago, 1997
Health psychology, HIV/AIDS prevention, substance use disorders
- Kathy Vander Werff**, Associate Professor
Ph.D., University of Iowa, 2002
Auditory evoked potentials, diagnostic audiology, and cochlear implants

Gregory Verchota, Professor
Ph.D., University of Minnesota, 1982
Partial differential equations, analysis

Gianfranco Vidali, Professor
Ph.D., Pennsylvania State University, 1982
Surface physics: adsorption/desorption
phenomena, two-dimensional matter, thin-
film growth; low-temperature physics

Gershon Vincow, University Professor
Ph.D., Columbia University, 1959
Physical chemistry, chemical education

Andrew Vogel, Professor
Ph.D., University of Kentucky, 1989
Partial differential equations

Karina von Tipelskirch, Assistant Professor
Ph.D., Marburg University (Germany), 1997
German literature

Joanne Waghorne, Professor
Ph.D., University of Chicago, 1976
History of religions, South Asian religion,
globalization

Ernest Wallwork, Professor
Ph.D., Harvard University, 1971
Ethics, religion, the social sciences, and
bioethics

Jianchun Wang, Research Associate
Professor
Ph.D., Massachusetts Institute of
Technology, 1997
Elementary particles, experiment

B.R. Ware, Professor
Ph.D., University of Illinois, 1972
Biophysical chemistry

Betsy Waterman, Adjunct Assistant
Professor
Ph.D., Syracuse University, 1990

Mark Watkins, Professor
Ph.D., Yale University, 1964
Combinatorics, algebraic graph theory

Scott Watson, Assistant Professor, Physics
Ph.D. Brown University, 2005
Particle physics; cosmology theory

James Watts, Professor
Ph.D., Yale University, 1990
Hebrew Bible and ancient Near Eastern
religious traditions

Laura Webb, Research Professor
Ph.D., Stanford University, 1999
Structural geology, thermochronology,
tectonics

Stefan Wehrli, Assistant Professor,
Mathematics
Ph.D. University of Zurich, 2007
Topology

Roy Welch, Associate Professor
Ph.D., University of Wisconsin-Madison,
1997
Biochemistry, molecular signaling mechanisms

Louise Wetherbee Phelps, Professor
Ph.D., Case Western Reserve University, 1980
Composition and rhetoric (theory,
phenomenological description, criticism,
pedagogy), writing program administration

Constanze Weyhenmeyer, Assistant
Professor
Ph.D., University of Bern, Switzerland, 2000
Stable isotope geochemistry, paleoclimatology

Jason Wiles, Assistant Professor
Ph.D., McGill University 2008; M.S.T.,
Portland State University, 1996; M.S.,
Mississippi State University, 2007
Biology and science education, teaching and
learning of biological evolution

Bruce Wilkinson, Research Professor, Earth
Sciences
Ph.D., University of Texas, 1974
Sedimentary geology

Kheli Willetts, Assistant Professor
Ph.D., Syracuse University, 2002
African American art history and museum
studies

Larry Wolf, Professor
Ph.D., University of California, Berkeley,
1966
Ecology and social behavior, community and
population ecology

Bradley Wyble, Assistant Professor
Ph.D., Harvard University, 2003
Temporal factors of attention, memory, and
perceptual experience.

Amy Wyngaard, Associate Professor
Ph.D., University of Pennsylvania, 1998
French Literature

Yuesheng Xu, Professor
Ph.D., Old Dominion University, 1989
Applied mathematics

David Yaffe, Assistant Professor
Ph.D., City University of New York, 2003
Contemporary American studies, literature,
music

Dan Zacharia, Professor
Ph.D., Brandeis University, 1981
Algebra

Jon Zubieta, Distinguished Professor
Ph.D., Columbia University, 1971
Inorganic chemistry, coordination complexes,
polyoxometalates, microporous materials,
technetium-based radiopharmaceuticals

School Of Education

Douglas Biklen, Dean
230 Huntington Hall
soe.syr.edu



About The College/Dean's Message

Welcome to Syracuse University's School of Education, a national leader in inclusive urban education.

The school offers a variety of degree programs in teaching and nonteaching areas. Many of these programs lead to initial teaching certification in New York State. Emphasizing a solid foundation in the liberal arts as well as education, each degree program accommodates the personal and professional needs of its students. Many of our faculty members hold dual appointments in the School of Education and another college within the University. The School of Education also offers numerous laboratory and field-based teaching experiences in cooperation with local school districts, community institutions, and on- and off-campus early childhood centers.

There are no careers more critical to the human condition and sustainability than teaching, educational policy and the foundations of education, research in health and exercise science, counseling and instructional technology. Our undergraduate and graduate students as well as our faculty come from throughout the U.S. and from around the world.

Our leadership in inclusive urban education is built on a legacy of pioneering work in advancing educational opportunities for all learners. By linking research to practice our community of scholars and innovators collaborate to lead nationally recognized centers and institutes and serve in leadership roles on national boards, research projects and international conferences and projects.

Join us here at Syracuse University, take part in our centers abroad in London, Florence and Beijing or in our research and training projects in Asia, Australia, Latin America and Africa. Be a part of groundbreaking projects such as Say Yes to Education and Economic Development, Schools of Promise, Smart Kids, our Summer Reading Clinic, and the Center on Human Policy, Law and Disability Studies as well as many other dynamic programs. Become part of the School of Education's mission to address issues and seek solutions that can define the future of teaching and leadership, higher education, health and exercise science, reading and language arts, instructional design development and evaluation, and counseling in America and around the world.

The School of Education is Accredited by the National Council for Accreditation of Teacher Education (NCATE).

Graduate Admissions

Graduate Study

Graduate study at Syracuse University's School of Education offers students opportunities to participate in a vibrant learning community. Students and faculty work together in a variety of laboratory research and clinical settings on campus, in schools, and in related educational agencies. Graduate students acquire the advanced knowledge and skills needed to be successful leaders. Advantages to pursuing graduate study at the School of Education include the insight of professors holding dual appointments in the school and other colleges in the University, cooperative relations of colleges and departments, and availability of supporting services. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The school is composed of the following seven academic departments:

- Counseling and Human Services
- Cultural Foundations of Education
- Exercise Science
- Higher Education
- Instructional Design, Development, and Evaluation
- Reading and Language Arts
- Teaching and Leadership

Why students consider graduate study at the School of Education:

- Syracuse University's School of Education has prepared scholars from around the world.
- Students become part of a community that has a commitment to inclusion and diversity. The School of Education pioneered the inclusion movement in the United States, making it possible for all learners to participate in typical classrooms.
- Both teaching and non-teaching degree programs are offered.
- Students are assured opportunities for research, clinical practice, and internships designed to clarify relationships of theory and practice.
- Students are assured the assistance of a mentoring faculty to help them get the most out of their experiences at Syracuse University.
- The School of Education is comprised of approximately 700 graduate students who have the opportunity to develop personal and professional relationships that will last a lifetime.
- Students enjoy the advantages of a multidisciplinary approach to learning.

How To Apply

For more information about graduate study, please contact Liza Rochelson, Graduate Admissions Recruiter, School of Education, 270 Huntington Hall Syracuse, N.Y. 13244-2340
e-gradrcrt@syr.edu , 315-443-2505.

Ready To Apply?

The Syracuse University online application is available at <https://apply.embark.com/grad/syracuse/37/>.

Deadlines

Individuals interested in applying to a master's or doctoral degree program should contact the academic department overseeing the program of study to obtain deadline information.

In general, most graduate programs within the School of Education participate in rolling admissions and admit students on a space-available basis. The School of Education will continue to receive and review applications on a space-available basis.

Graduate Application Fee

The Graduate Application Fee is \$75.

Internal Admission Process

Students who are currently enrolled in a Syracuse University graduate program, or who have completed a Syracuse University graduate program within the last 12 months may apply for a new graduate program by using the Graduate Enrollment Internal Admission Application. The internal admission application and instructions are available in the Office of Academic and Student Services, located in 270 Huntington Hall. Students enrolled in concurrent master's programs must complete the requirements for both programs prior to graduation. There is no fee for the internal admission process.

Graduate Fin. Aid & Scholarships

The School of Education offers a variety of funding opportunities for graduate students. This funding includes scholarships, graduate and teaching assistantships, in addition to opportunities for grants. The School of Education provides merit based as well as non-competitive scholarships. A number of the funding opportunities offered have deadlines for application submission. See specific School of Education funding information.

The Office Of Financial Aid And Scholarship Programs

The Office of Financial Aid and Scholarship Programs is available to address questions, offer options for payment, assist in filing student loan and grant applications, and suggest financial planning options. For additional financial aid information, call (315) 443-1513 or email finmail@syr.edu.

Assistantships

The School of Education offers graduate and teaching assistantships to graduate students with superior qualifications. These graduate assistantships may include tuition support and a stipend. Assistants have responsibilities to the University not exceeding an average of 20 hours a week and devote the remainder of their time to study and research. Applicants for assistantships should write to the chair of the program to which they are applying, highlighting relevant background for the type of assistantship in which they are interested and emphasizing information not included in the admissions application. Applicants interested in assistantships in other University departments should send inquiries directly to those departments.

Graduate Student Tuition Scholarship Program

This scholarship was created to assist students who have graduated from Syracuse University (any degree program) within the last five years and who enroll full-time in a selected School of Education Master of Science (M.S.) program listed below. This tuition scholarship program offers graduate students in eligible programs funding covering 33% of the student's tuition.

Students in the following preparation/professional M.S. programs are eligible to receive the scholarship:

- Art Education
- Childhood Education
- Early Childhood Special Education
- English Education
- Inclusive Special Education (1-6 and 7-12)
- Inclusive Special Education (Severe/Multiple Disabilities)
- Instructional Technology
- Literacy Education (B-6 and 5-12)
- Mathematics Education
- Music Education
- School Counseling
- Science Education (Earth Science, Biology, Chemistry, and Physics)
- Social Studies Education
- Teaching English Language Learners
- All M.S. programs in Counseling only for students that have completed the Syracuse University School of Education Selected Studies in Education B.S. degree.

The tuition scholarship program covers 33% of the tuition charges students are responsible for paying each semester during which the student is enrolled as a full-time student in the approved program. Full-time study is defined as registered for 9 credits for spring and fall (or 6 credits during a given summer session). Students must formally be admitted and matriculated into one of the specified M.S. programs and maintain satisfactory academic progress toward that degree, which includes attaining and maintaining a 3.0 cumulative grade point average by the end of the second semester in an eligible program. The tuition scholarship program applies to M.S. programs only. While the scholarship may be combined with most other financial aid, the scholarship is applied first to the tuition owed before all other funding is awarded. There will be no cash refunds or payouts. The scholarship is offered to eligible students in their admission packet from the Graduate School. Students who sign the letter of acceptance for the scholarship are automatically credited 33% of their tuition each semester of study in their program.

For further information please contact Liza Rochelson (315) 443-2505 or lrochels@syr.edu

Professional Preparation For High Needs Fields Graduate Student Scholarship

The Professional Preparation for High Needs Fields Graduate Student Scholarship identifies high-needs areas as science, mathematics, special education, literacy, and rehabilitation counseling and offers graduate students in these programs scholarships covering 33% of the cost of tuition. The scholarships are available to all qualified full-time master's students and part-time master's students who are Syracuse City School District employees.

To be eligible, full-time students must be enrolled in one of the programs listed below. Full-time study is defined as registered for 9 credits for spring or fall (or 6 credits during a given summer session) in a program approved by the student's graduate advisor. Part-time students who are employees of the Syracuse City School District and enrolled in one of the programs listed below also are eligible.

All eligible students must be formally admitted into one of the specified master's programs and maintain satisfactory academic progress toward that degree, which includes attaining and maintaining a 3.0 cumulative grade point average by the end of the second semester in the program. The scholarship does not cover tuition for undergraduate courses even if required as a condition of full admission to the master's program. (Undergraduate coursework may be

required in order to fulfill prerequisites for graduate study). While the award may be combined with most other financial aid, there will be no cash refunds or payouts.

Students in the following professional preparation programs are eligible to receive the award:

- Concurrent M.S. teacher preparation programs with Inclusive Special Education (1-6 or 7-12)
- Literacy Education (B-6 and 5-12)
- Mathematics Education
- Rehabilitation Counseling
- Science Education (Earth Science, Biology, Chemistry, or Physics)
- Special Education Programs
 - Early Childhood Special Education B-2
 - Inclusive Special Education 1-6
 - Inclusive Special Education 7-12
 - Inclusive Special Education Severe/Multiple Disabilities
- Teaching English Language Learners (T.E.L.L.)
- Students in the Teaching and Curriculum M.S. program who will be seeking New York State Teacher Certification (on their own) in Science or Math

Eligible students submit a completed scholarship form each semester to The Office of Academic & Student Services, 270 Huntington Hall. Scholarships are awarded and credited to student bursar accounts typically within two weeks of the University financial deadline for dropping courses. The value of the scholarship is calculated based on the total number of credit hours for which the student is registered, combined with any outside scholarships/funding. The tuition bill for which the students is responsible is then credited 33% of the student's tuition. The deadline for submitting scholarship forms is typically one week after the University add deadline of the current semester, although forms should be submitted as soon as students have completed their registration for the semester. No exceptions will be made for late submissions.

An application form and instructions are available.

For additional information contact:

Liza Rochelson
School of Education
270 Huntington Hall
Syracuse NY
13244-2505
lrochels@syr.edu
(315) 443-2505

Robert Noyce Scholars Program

The Robert Noyce Scholars program, funded by the National Science Foundation and offered jointly through Syracuse University's College of Arts and Sciences and School of Education, responds to the critical need for mathematics and science teachers by encouraging talented science, technology, engineering, and mathematics (STEM) students and STEM professionals to pursue teaching careers in high-needs K-12 schools.

The funds granted from the Syracuse University Noyce Scholars Program are intended to assist persons who wish to make a commitment to teach science or mathematics in high-needs urban or rural schools. Qualifying graduate students receive up to \$20,000 for one year of study.

Download the SU Noyce Scholar Program brochure at

For additional information contact:

John W. Tillotson, Ph.D., Coordinator
Syracuse University Noyce Scholars Program
101 Heroy Lab
Syracuse, NY 13244-1070
(315) 443-2586

School Of Education Scholarships

The School of Education offers several competitive scholarships. These scholarships are specific to the School of Education and vary in number of tuition credits and monetary awards. Approximately 15% of School of Education students will receive one of these scholarships.

If you wish to be considered for scholarships awarded by the School of Education, you must complete an online scholarship application . Applicants to the School of Education are not automatically considered for scholarships and must complete the School of Education scholarship application in addition to the admission application.

For additional information contact:

Angela Flanagan, Scholarship Coordinator
Awards & Scholarship Committee
230 Huntington Hall
Syracuse, New York 13244-2340
Phone: (315) 443 – 4752

SU Office Of Sponsored Programs

This office offers information on a wide range of external funding opportunities for SU graduate students. Click on the Funding Opportunities link and then the Graduate Student Funding Opportunities link at <http://osp.syr.edu>.

TEACH Grant

The College Cost Reduction and Access Act of 2007 created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

For additional information, call (315) 443-1513 or email finmail@syr.edu.

Graduate Program Requirements

Each graduate degree offered by the school represents a different level of achievement. The Master of Science (M.S.) is the first degree beyond the bachelor's degree. Each M.S. program is designed to develop in-depth knowledge of a particular field of professional education.

The Certificate of Advanced Study (C.A.S.) offers greater scope, depth, and thoroughness of preparation than the M.S.

A doctoral degree is considered the highest level of academic achievement. The Ph.D. is an academic degree. The Ed.D. is a professional degree. Students with an interest in research or in university teaching usually pursue the Ph.D. Their programs emphasize intensive study in a major area of specialization and often a minor area as well, leading to the development or extension of theory and research in the major field. Many Ed.D. candidates seek positions as administrators, supervisors, consultants, college professors, and as non-teaching education specialists.

General information about degree requirements is listed below. For details on degree requirements, see information provided by the Office of Academic and Student Services, 270 Huntington Hall, 315-443-2506. Information on specific requirements is available from the office of the chair or coordinator of each program of study.

MASTER'S DEGREE

The School of Education offers the M.S. in more than 30 areas and the M.Mus. in music education. Selected areas of study lead to public school teacher certification; others prepare students for roles in various educational and non-educational settings. Many M.S. degrees are available to applicants with no previous study in that field.

Preparation programs meet the academic requirements for those with a bachelor's degree in a field other than education who pursue their first certificate for public school service in a specific area. Preparation programs also serve those who are certified in one area but seek certification in a new area.

Master's professional certification programs are designed for those who are already certified in a subject area but want a master's degree in that same area to meet academic requirements for the next level of certification.

A select number of master's programs prepare students for roles not requiring certification, while others lead to doctoral candidacy. For a complete listing, see "Programs Offered and Degrees Conferred."

All master's degree programs require a minimum of 30 credits; some require more. Some programs allow students to elect one or more courses offered by other academic units of Syracuse University, such as the Maxwell School of Citizenship and Public Administration or the Colleges of Arts and Sciences, Visual and Performing Arts, and Human Ecology. No more than 9 credits (6 credit limit for Higher Education) taken outside of Syracuse University may be transferred into a 30-credit master's degree program.

All master's programs require one of the following: a thesis, a portfolio review, or an intensive examination. Graduate students must maintain a GPA of 3.0 to graduate.

CERTIFICATE OF ADVANCED STUDIES (C.A.S.)

The C.A.S. program is a step beyond the master's level, but is distinct from doctoral study. The certificate is not an intermediate step to a doctoral degree but is considered a terminal degree providing the specialization necessary for a variety of positions. The C.A.S. programs in Educational Leadership and Counselor Education may also meet the academic requirements for New York State certification in those areas.

C.A.S. Requirements

Generally, the C.A.S. includes 60 credits with at least half at Syracuse University, an overall B average, a qualifying examination, an appropriate field project/activity, an extended internship, and at least 30 credits in the field and 9-21 credits outside the field of study.

In addition to the regular C.A.S. offered by the School of Education, the Cultural Foundations of Education program offers a Certificate of Advanced Study in Disability Studies. This is a 15 credit program, with the additional requirement of an oral or written examination at the completion of the coursework. The C.A.S. in Disability Studies is available to students enrolled in any Syracuse University graduate program as well as to applicants who wish to pursue the C.A.S. as a single course of study.

The Instructional Design, Development and Evaluation Department offers three Certificate of Advanced Study programs in Educational Technology (15 credits), Professional Practice in Educational Technology (24 credits), and Lifelong Learning and Continuing Education (24 credits). These programs are designed for students who require additional knowledge and expertise in order to advance in their professional careers.

DOCTORAL DEGREE

Candidates must first decide whether to pursue the Ed.D. or the Ph.D. Before applying for the doctoral degree, the candidate should correspond with the program coordinator of the specific program of interest and, if possible, arrange for a personal interview.

Programs for both the Ph.D. and the Ed.D. degrees require a minimum of 90 graduate credits beyond the bachelor's degree, usually distributed among core

requirements, major area requirements, supporting minor areas, research tools, and dissertation credits. One-half of pre-dissertation course credits must be taken at Syracuse University. Successful candidates for either doctoral degree must pass a preliminary examination early in the program, and qualifying examinations in the field of specialization and any supporting minor areas later in the program; demonstrate competence in research; write a dissertation based upon an independent investigation that adds to existing knowledge in the field; and pass an oral defense of the dissertation. An overall B average, completion of a residency or time-to-completion requirement, and completion of all requirements within 5 years of the qualifying examination are also required. All candidates for the Ph.D. degree are required to complete a research apprenticeship, including a supervised research activity over a period of not less than one year, under the direction of a University faculty member. Ed.D. students must complete a practicum requirement.

Concurrent Degrees

A number of concurrent degrees are offered by the School of Education. Students wishing to apply for a concurrent degree may complete the Graduate Enrollment Internal Admission Application. The internal admission application and instructions are available in the Office of Academic and Student Services, located in 270 Huntington Hall. Students enrolled in concurrent master's programs must complete the requirements for both programs prior to graduation.

Concurrent Master's Preparation Programs in Childhood Education and Inclusive Special Education (1-6) M.S. Programs

Students may apply to the Childhood Education master's preparation program and indicate on the application that they wish to concurrently complete the Inclusive Special Education (1-6) preparation program. The curriculum involves completing the Childhood Education (1-6) Preparation program, with one additional credit in the first year of study: 39 credits of full-time study in the first summer, fall, spring, and second summer. Students continue their studies with 22 credits of special education coursework in the second year or may elect to work and complete the special education requirements on a part-time basis. An internal admission form must be completed in the first year of study to add the Inclusive Special Education (1-6) master's program. Students wishing to apply for a concurrent degree may complete the Graduate Enrollment Internal Admission Application. The internal admission application and instructions are available in the Office of Academic and Student Services, located in 270 Huntington Hall. Students enrolled in concurrent master's programs and receiving the School of Education's Professional Preparation for High Needs Fields Graduate Student Scholarship must complete the requirements for both programs prior to receiving either degree.

Concurrent Master's Preparation Programs in English Education and Inclusive Special Education (7-12); English Education and Literacy Education (5-12); English Education and Teaching English Language Learners M.S. Programs

Students may apply to the English Education master's preparation program and indicate on their application that they wish to concurrently complete the Inclusive Special Education (7-12), Literacy Education (5-12) or the Teaching English Language Learners master's program. An internal admission form must be completed in the first year of study to add the second master's program. Students enrolled in concurrent master's programs must complete the requirements for both programs prior to graduation. Contact Dr. Kelly Chandler-Olcott, 230 Huntington Hall, 315-443-4755, kpchandl@syr.edu. Students enrolled in concurrent master's programs and receiving the School of Education's Professional Preparation for High Needs Fields Graduate Student Scholarship must complete the requirements for both programs prior to receiving either degree.

NONMATRICULATED STUDENTS

Students with a bachelor's degree from an accredited institution may take courses in the School of Education without enrolling in a degree program (nonmatriculated student). Some courses require approval of the instructors. Enrolling in coursework as a nonmatriculated student does not allow the nonmatriculated student the same academic advisement as matriculated students. No more than 9 credits taken before matriculation may be transferred to a degree program. No more than 6 credits may be taken prior to matriculating into the Higher Education M.S. degree program. All such courses must be approved by the student's advisor. A registration hold will be put on students' accounts who have reached this limit.

Academic And Student Services

The office of Academic and Student Services was created to ensure that students get the most out of their college experience. The staff in the office provides a thorough and effective system of support for both undergraduate and graduate students from the admissions process through graduation and beyond.

From academic support to career advice to information about opportunities to study abroad, the professionals in Academic and Student Services have the experience and knowledge to answer questions, provide advisement, and make referrals as necessary.

Publications

Academic and Student Services publishes a newsletter each semester which provides students, faculty, and staff with current information about certification, career services, and advising. The current and previous newsletters can be found online at http://soe.syr.edu/current/student_services/default.aspx

Forms

Official forms most commonly requested by students can be found in the Office of Academic and Student Services, and also on the website at http://soe.syr.edu/current/student_services/forms.aspx

If a form that is relevant to a specific academic situation cannot be found on the website, students can stop by the Office of Academic and Student Services for assistance.

Academic and Student Services
270 Huntington Hall
Syracuse, NY 13244
315-443-2506 (phone)
315-443-5732 (fax)

Undergraduate Advising

All undergraduate students in the School of Education are encouraged to make use of the facilities of the Office of Academic and Student Services. Located in 270 Huntington Hall, Academic and Student Services has the resources to help students to better understand academic requirements, negotiate academic policies and processes, and get the most out of their college experience.

The mission of Academic and Student Services is to help students succeed by providing information, fostering personal development and responsibility, and offering supportive services. Students have an open invitation to stop by with questions or concerns regarding academic programs, advising, career issues,

and certification. If an answer is not provided here, our staff is dedicated to helping students find what they need.

Services available to undergraduates through the Office of Academic and Student Services include the following:

- Advising (faculty and staff)
- Peer Advising
- Admissions
- Academic and Personal Support
- Career Services
- Teacher Certification

Graduate Advising

The Office of Academic and Student Services provides advice and guidance on School of Education and Syracuse University policies, advocates for student concerns, and offers a range of services to assist students as they work toward their academic and career goals.

The mission of Academic and Student Services is to help students succeed by providing information, fostering personal development and responsibility, and offering supportive services. Students have an open invitation to stop by with questions or concerns regarding academic programs, advising, career issues, and certification. If an answer is not provided here, our staff is dedicated to helping students find what they need.

Services available to graduate students through the Office of Academic and Student Services include the following:

- Advising (faculty and staff)
- Admissions
- Academic and Personal Support
- Career Services
- Teacher Certification

Teacher Certification

New York State Certification

Initial Certification

- Is the first New York State certificate and is effective for 5 years from the issuance date.
- Complete School of Education approved undergraduate or graduate teacher prep program.
- Pass New York State teacher exams: LAST (Liberal Arts & Sciences), ATS-W (Assessment of Teaching Skills-Written), and CST (Content Specialty Test).
- Complete fingerprinting process at least 6 months prior to graduation.
- Candidates should apply for this certification within 2 years of graduation to be eligible for School of Education's recommendation.

Professional Certification

- Must be earned before initial certificate expires.
- New York State teacher exams are not required (with the exception of Speech & Language Disabilities).
- Requires completion of a Masters degree in a related area of initial certification.
- Requires completion of 3 years full time teaching employment.
- Requires completion of professional development through school district employer.

Options For Those With Initial Certification Earned At The Bachelors Level

- Earn Masters degree leading to professional certification in area of initial certification.
- Earn Masters degree in a new certification area.
- Earn Masters degree, provided that 12 graduate credits of content related to the initial certificate are completed (as part of the Masters or in addition to it), as specified by New York State (must apply for certification directly to New York State Department of Education).

Checklist Of Steps To File For New York State Certification

- Successfully pass the required New York State Teacher Certification exams. Test dates, registration and preparation guides are available at www.nystce.nesinc.com.
- Apply for fingerprinting clearance at least 6 months prior to graduation at 150 Huntington Hall or call 315-443-2685.
- Meet with an advisor in the Office of Academic and Student Services, 270 Huntington Hall, to confirm that all degree requirements will be completed. Call 315-443-9319.
- Complete the Child Health & Life Safety online seminar. Call 315-443-9319 for more information regarding registration.
- Apply for certification through NYSED TEACH Online Services at www.highered.nysed.gov/tcert/. Directions will be made available prior to graduation.

Recommendation For Certification

- Online certification recommendation will be completed once award date is posted on transcript (typically 4-6 weeks after graduation).

Out-Of-State Teacher Certification

- Each state has specific teacher certification requirements; therefore, it is recommended that students search each state's education department web site for the most up-to-date information.

Child Health & Life Safety Seminar

- If you are in a teacher preparation program leading to a New York State Certification, you are required to complete the Child Health & Life Safety Seminar.
- The Office of Academic and Student Services is offering this mandated seminar in an online format via Blackboard.
- The six required topic areas are: Child Abuse Recognition, Violence Prevention, Alcohol/Drug/Tobacco Prevention, Child Abduction Prevention, Fire and Arson Prevention, and Highway/General Safety.

- The seminar is free of charge to Syracuse University students, who will be eligible for institutional recommendation for New York State Certification and/or need the seminar for graduation.
- Upon completion of the seminar, you will need to arrange to take an online final exam, which is being offered by the Office of Academic and Student Services.
- You must complete the seminar and pass the exam BEFORE student teaching.
- Call 315-443-9319 for more information regarding registration.

Fingerprinting

- Required for New York State certification.
- Apply for fingerprinting clearance at least 6 months prior to graduation.
- Hours for processing are Monday-Friday 9-11am or 2-4pm at 150 Huntington Hall.
- Requires SUID and a \$94.25 money order made payable to New York State Education Department. Cash and personal checks not accepted.
- Call 315-443-2685 for additional inquires regarding this process.
- Inquiries regarding whether previous fingerprinting applies for certification, please contact Office of School Personnel Review and Accountability, New York State Education Department, 987 Education Building Annex, Albany, NY 12234. Phone 518-473-2998 or email OSPRA@mail.nysed.gov.

Required New York State Teacher Certification Examinations

- LAST – Liberal Arts and Sciences Test
- ATS-W – Elementary and/or Secondary Assessment of Teaching Skills-Written
- CST – Content Specialty Test
- 2 CSTs are required for the Inclusive Elementary and Special Education, Inclusive Early Childhood Special Education and Early Childhood Special Education programs. These tests are the Multi-subject and Students with Disabilities.
- Test dates, registration, preparation guides and general information can be found on the New York State Teacher Certification Examinations web site at: www.nystce.nesinc.com.

New York State Teacher Certification Examinations

2005-2006 Third Year Cohort Update — Program Year: 2005-2006

Test Field/Category	Number Tested	Syracuse University Number Passed	Syracuse University Pass Rate	NY Statewide Pass Rate
Professional Knowledge/ Pedagogy ATS-W (or NTE)	206	206	100%	99%
Academic Content Areas (biology, social studies, multisubject, music CST, visual arts CST)	142	141	99%	95%
Other Content Areas (LAST; Lib Med Spec CST; Phys Ed CST)	249	248	100%	99%
Teaching Special Populations (Literacy CST; Stu w/Disab CST)	83	82	99%	92%

Annual Institution Report — Program Year: 2007-2008

Test Field/Category	Number Tested	Syracuse University Number Passed	Syracuse University Pass Rate	NY Statewide Pass Rate
Professional Knowledge/Pedagogy (ATS-W)	168	168	100%	100%
Academic Content Areas (biology, math, English, multi-subject, etc.)	106	105	99%	95%
Other Content Areas (LAST; Lib Med Spec CST)	230	218	95%	98%
Teaching Special Populations (Literacy CST; Stu W/Disab. CST)	63	63	100%	94%

Annual Institution Report — Program Year: 2008-2009

Test Field/Category	Number Tested	Syracuse University Number Passed	Syracuse University Pass Rate	NY Statewide Pass Rate
Professional Knowledge/Pedagogy ATS-W)	184	184	100%	100%
Academic Content Areas (biology, math, English, multi-subject, etc.)	139	139	100%	95%

Other Content Areas (LAST; Phys Ed CST; Lib Med Spec CST)

199 199 100% 98%

**Teaching Special Populations (Literacy CST;
Stu W/Disab. CST)**

78 77 99% 94%

UNDERGRADUATE PROGRAMS

Program Name	Certification Title
Art Education	Visual Art (All Grades)
English Education	English Language Arts (7-12)
Inclusive Early Childhood Special Education	Early Childhood (Birth-2) and Students with Disabilities (Birth-2)
Inclusive Elementary & Special Education	Childhood Education (1-6) & Special Education/Students with Disabilities (1-6)
Mathematics Education	Mathematics (7-12)
Music Education	Music (All Grades)
Physical Education	Physical Education (All Grades)
Science Education/Biology	Biology (7-12)
Science Education/Chemistry	Chemistry (7-12)
Science Education/Earth Science	Earth Science (7-12)
Science Education/Physics	Physics (7-12)
Social Studies Education	Social Studies (7-12)

Graduate Programs

Program Name	Certification Title
Art Education Prep	Visual Arts (All Grades)
Art Education Professional Certification	Visual Arts (All Grades)
Childhood Education Prep (1-6)	Childhood Education (1-6)
Early Childhood Special Education	Early Childhood Education (Birth-2) and Students with Disabilities (Birth-2)
Educational Leadership	School Building Leader
	School District Leader
English Education Prep (7-12)	English Language Arts (7-12)
Inclusive Special Education Prep (1-6)	Students with Disabilities (1-6)

Inclusive Special Education Prep (7-12)	Special Education/Students with Disabilities (7-12) (to match prior certification)
Inclusive Special Education: Severe/Multiple Disabilities	Students with Disabilities (to match prior certification)
Instructional Technology	Educational Technology Specialist (PreK-12)
* Library & Info Science: School Media	Library Media Specialist (All Grades)
Literacy Education (Birth-6)	Literacy (Birth-6)
Literacy Education (5-12)	Literacy (5-12)
Mathematics Education Prep (7-12)	Mathematics (7-12)
Music Education Prep	Music (All Grades)
Music Education Professional Certification - MS/MMUS	Music (All Grades)
Science/Biology Prep (7-12)	Biology (7-12)
Science/Chemistry Prep (7-12)	Chemistry (7-12)
Science/Earth Science Prep (7-12)	Earth Science (7-12)
Science/Physics Prep (7-12)	Physics (7-12)
School Counseling (M.S.)	School Counselor (Provisional K-12)
School Counseling (C.A.S.)	School Counselor (Permanent K-12)
Social Studies Prep (7-12)	Social Studies (7-12)
** Speech-Language Pathology (NYT)	Speech & Language Disabilities (All Grades)
Teaching English Language Learners	English to Speakers of Other Languages (All Grades)

* Program offered through School of Information Studies

** Program offered through College of Arts & Sciences

Career Services

The School of Education Career Services center offers a variety of services to all Syracuse University students who are seeking positions as teachers, school counselors, school speech and language pathologists, school library media specialists, and school administrators. This office does not place students in positions; rather, it facilitates researching employment opportunities and assists students in the job search. Services provided include setting up a credential file, resume assistance, Teacher Recruitment Days participation and New York State Teacher Certification information.

Credential Files

- Recommended to be opened in the senior year after student teaching placement.
- Contains recommendation letters from host teachers, professors, and employers.
- \$35 registration fee is required to open a file (first 3 mailings are free of charge). Once a file contains at least 3 letters, it is ready to send to prospective employers.
- Copies of the file are sent at request of applicant via email to Linda DeFrees.
- All checks and money orders should be made payable to Syracuse University.
- Application forms are available in 270 Huntington Hall.

This office reserves the right to refuse sending a credential file mailing for any account past 60 days overdue.

Resume And Cover Letter Assistance

- Resource materials available in 270 Huntington Hall.
- Resume and cover letter review and assistance. Please email request for an appointment at Linda DeFrees.

Teacher Recruitment Days

- The annual Central New York Teacher Recruitment Days job fair is held each spring at SUNY Cortland, New York.
- Syracuse University School of Education students will be offered the opportunity to interview with school districts visiting from a variety of

schools.

Job Search Handbook For Educators

- This handbook is available free of charge to facilitate the job search. It offers valuable tips for resumes, cover letters and interviewing techniques. It also contains the web site addresses of all state departments of education offices, job hunt strategies and information related to teacher supply and demand per region.

Teaching Opportunities

Explore career opportunity websites.

Teaching Abroad Opportunities

Explore career opportunity websites.

Facilities, Research, Institutes

Supporting Facilities And Special Services

The quality of a student-centered research institution is measured in part by its success in integrating its students' learning experiences and its faculty members' scholarship. In a professional school, the key to that integration lies in sustained, critical, always-respectful engagement with the profession and those it serves. It relies upon creating a community of learners devoted to service. The efforts of our students and faculty members to create such a community are supported by an organizational infrastructure of coordinating councils, teacher centers, professional development schools, subject matter academies, specially-funded research and development projects, and skilled staff members. All are devoted to nurturing collaborative partnerships between preservice educators, University faculty, and practicing professionals in public education, higher education, and other educational and work environments.

RESEARCH AND DEVELOPMENT CENTERS, INSTITUTES, AND PROJECTS

The following centers, institutes, and projects supported through the School of Education focus on educational issues related to research, training, and/or social change.

Center for Digital Literacy
Center for Urban Education in Mathematics and Literacy
Center on Human Policy
Center on Human Policy, Law, and Disability Studies
Continuous Education and Global Outreach
Counseling and Human Services Training Clinic ERIC Clearinghouse on Information Resources
Exercise Biochemistry Laboratory
Exercise Science Teaching Laboratory and Classroom-Ernie Davis Jr. Hall
Facilitated Communication Institute
Fitness/Wellness Research Laboratory
Human Performance Laboratory
IDD&E Interactive Laboratory
The Tutoring and Study Center
Inclusion Institutes
Liberty Partnerships Program
Training Institute for Human Service Planning
Musculoskeletal Research Laboratory
Office of Institutional Research and Assessment
The Systems Change Project
Psychoeducational Teaching Laboratory The Study Council at Syracuse University Schools of Promise
Regional Holocaust and Genocide Initiative: Resistance, Resilience, and Responsibility
Training Systems Institute
Intergroup Dialogue
The Taishoff Center for Inclusive Higher Education

Academic Offerings

Art Education C.A.S.

Contact James H. Rolling Jr., M-17 Skytop, 315-443-2355, jrolling@syr.edu

A C.A.S. program is offered in Art Education. Graduate programs in art education are operated in accordance with the following purposes, undertakings, and core values: the exploration of the ideas, materials, and aesthetics through which we shape meanings, negotiate identity, and organize society; the development of arts-based and design-oriented curricula promoting multiliteracies, inclusivity, critical inquiry, and social responsibility; the promotion of interdisciplinary and collaborative research opportunities intersecting arts praxis, educational theory, community scholarship, and qualitative methodologies.

The Syracuse University Student Art Education Association (SUSAEA), a chapter of the National Art Education Association, offers opportunities to enrich pedagogical practice by facilitating social and networking opportunities for professional development, hosting guest speakers, and promoting and practicing outreach and community service.

A concentration in Art Education is also available for doctoral students enrolled in the Teaching and Curriculum Ph.D. program.

Art Education: Preparation M.S.

Contact James H. Rolling Jr., M-17 Skytop, 315-443-2355, jrolling@syr.edu

Graduate programs in art education are operated in accordance with the following purposes, undertakings, and core values: the exploration of the ideas, materials, and aesthetics through which we shape meanings, negotiate identity, and organize society; the development of arts-based and design-oriented curricula promoting multiliteracies, inclusivity, critical inquiry, and social responsibility; the promotion of interdisciplinary and collaborative research opportunities intersecting arts praxis, educational theory, community scholarship, and qualitative methodologies.

There are two master's programs of study. The Art Education: Preparation M.S. program leads to initial teaching certification in visual arts for New York State. This program is designed for students who already have an undergraduate degree in studio art or another discipline outside of teaching with sufficient credits in Art. The Art Education: Professional Certification M.S. program is designed for students who seek a master's degree leading to New York State Professional Certification and already have an initial New York State teaching certification in visual arts.

Information is available on our college course prerequisites.

The Syracuse University Student Art Education Association (SUSAEA), a chapter of the National Art Education Association, offers opportunities to enrich pedagogical practice by facilitating social and networking opportunities for professional development, hosting guest speakers, and promoting and practicing outreach and community service.

Art Education: Professional Certification M.S.

Contact James H. Rolling Jr., M-17 Skytop, 315-443-2355, jrolling@syr.edu

Graduate programs in art education are operated in accordance with the following purposes, undertakings, and core values: the exploration of the ideas, materials, and aesthetics through which we shape meanings, negotiate identity, and organize society; the development of arts-based and design-oriented curricula promoting multiliteracies, inclusivity, critical inquiry, and social responsibility; the promotion of interdisciplinary and collaborative research opportunities intersecting arts praxis, educational theory, community scholarship, and qualitative methodologies.

The Art Education: Professional Certification M.S. program is designed for students who seek a master's degree leading to New York State Professional Certification. This program requires 30 credits of study with either a research or studio arts concentration. The prerequisite to this program is initial New York State teaching certification in visual arts.

The Syracuse University Student Art Education Association (SUSAEA), a chapter of the National Art Education Association, offers opportunities to enrich pedagogical practice by facilitating social and networking opportunities for professional development, hosting guest speakers, and promoting and practicing outreach and community service.

Childhood Education (1-6) Preparation M.S.

Contact Patricia Tinto, 150 Huntington Hall, 315-443-2685, pptinto@syr.edu

Childhood Education

This preparation program in childhood education is for persons with bachelor's degrees in appropriate fields other than education who wish to become certified (grades 1-6) as part of their graduate program. This 38-credit program emphasizes fieldwork in diverse locations, promoting inclusively and culturally responsive pedagogy, and use of technology to support meaningful engagement of all learners. The program begins only in July of each year and requires full-time study for one year. For a detailed program description and information on college course prerequisites for this preparation program, please consult our web site or contact Patricia Tinto.

A doctoral specialization is available through the Teaching and Curriculum program.

Information is available on our college course prerequisites.

Concurrent Master's Programs

Concurrent Master's Preparation Programs In Childhood Education And Inclusive Special Education (1-6) M.S. Programs

Contact Dr. Corinne Smith, 136 Huntington Hall, 315-443-1468, crsmith@syr.edu

Students may apply to the Childhood Education master's preparation program and indicate on the application that they wish to concurrently complete the Inclusive Special Education (1-6) preparation program. The curriculum involves completing the Childhood Education (1-6) Preparation program, with one additional credit in the first year of study: 39 credits of full-time study in the first summer, fall, spring, and second summer. Students continue their studies with 22 credits of special education coursework in the second year or may elect to work and complete the special education requirements on a part-time basis. An internal admission form must be completed in the first year of study to add the Inclusive Special Education (1-6) master's program. Students wishing to apply for a concurrent degree may complete the Graduate Enrollment Internal Admission Application. The internal admission application and instructions are available in the Office of Academic and Student Services, located in 270 Huntington Hall. Students enrolled in concurrent master's programs and receiving the School of Education's Professional Preparation for High Needs Fields Graduate Student Scholarship must complete the requirements for both programs prior to receiving either degree.

Clinical Mental Health Counseling M.S.

Contact Dennis Gildbride, Chair, 259 Huntington Hall, 315-443-2266, ddgilbri@syr.edu

Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health Counseling prepares students for employment in a variety of human service settings, including:

- Community Mental Health Agencies
- Schools
- Colleges/Universities
- Hospitals
- Government Agencies
- Domestic Violence and other Social Service Organizations

Students develop skills in clinical mental health counseling, multicultural/social justice counseling, career counseling, substance abuse services, empowerment approaches for urban youth, and crisis counseling. Students who graduate from this program meet all educational requirements for the New York State license in clinical mental health counseling (LMHC). After completion of the program, students may apply for a limited permit to practice mental health counseling, while accumulating the required post degree hours to sit for the licensure exam. Students also meet the educational requires for licensure as a mental health counselor in most other states.

The Department of Counseling and Human Services has been a pioneer in training highly skilled practitioners and leaders in a wide range of counseling settings. Syracuse's programs are nationally accredited and can lead to national certification or State Certification in School Counseling or Licensure as a Clinical Mental Health Counselor.

Programs include extensive fieldwork opportunities in which students gain hands-on experience working with students and clients in a wide range of counseling and educational settings. Students work closely with their advisor, and the fieldwork coordinator to identify settings that meet their individual interests and career goals. The faculty is nationally recognized for their leadership in the profession and all classes are taught by skilled experts and experienced clinicians.

The faculty is deeply committed to the growth and development of their students; faculty work closely with both our master's and doctoral students. Students are trained in the most current information in counseling and provided the opportunity to develop their skills and succeed in their chosen area of specialization. The Department's goal is to prepare national leaders in counseling. It seeks to develop a diverse group of professionals who will excel in knowledge, skills, commitment, and service in a wide range of educational and community settings.

S.U. Re-Accredited to 2016:

After an extensive review of the Counseling and Human Services Program, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) recently announced that Syracuse University's Program has met all expectations, and granted us the full eight year accreditation period for all of our Accredited Master's Degree Programs (Clinical Mental Health Counseling, School Counseling, and Student Affairs Counseling), as well as our Counselor Education and Supervision Doctoral Program. This means each of these programs will be accredited by CACREP until 2016. This decision is a testament to the quality education offered here at S.U., and a signal of support for the work that is done here.

Counselor Education Ph.D.

Contact Dennis Gildbride, Chair, 259 Huntington Hall, 315-443-2266, ddgilbri@syr.edu

Counselor Education

The Doctor of Philosophy in Counselor Education and Supervision is a CACREP-accredited program designed to prepare graduates for academic positions and other careers in Counselor Education or Rehabilitation Counseling. Building on the entry level competencies of the master's degree in counseling or rehabilitation counseling. The doctoral program consists of approximately 96 graduate course credits beyond the baccalaureate degree, with an additional 9-15 dissertation credits. Students must complete a minimum of 48 credits of course work (excluding dissertation) at Syracuse University. The doctoral program of study incorporates didactic and experiential learning and includes a cognate area of study involving at least nine semester credits, which are usually completed outside of the department.

In addition to meeting national accreditation standards, our program claims special expertise in five distinct areas. Students can expect unique opportunities, including conducting research, in any or all of the following:

- Clinical Supervision
- Developing the knowledge and skills necessary to train and supervise counselors and counselors-in-training, and to teach supervision to others.
- College Mental Health Counseling
- Developing the knowledge and clinical skills necessary to work within a college counseling context with students who present with a wide range of developmental and mental health concerns.
- Counseling People with Disabilities
- Developing the knowledge and skills necessary to ensure full participation of people with disabilities in all aspects of living.
- The Future Professoriate
- Developing the knowledge and skills necessary to assume academic, administrative, and professional leadership roles related to the professoriate.
- Social Justice and Urban Youth
- Developing the knowledge, skills, and awareness necessary to identify and confront the institutionalized forms of discrimination which continue to perpetuate disparities in social, academic, and career opportunities for urban youth.

The strengths of our doctoral program are numerous. Current and past doctoral students have offered the following comments on the quality of S.U.'s program:

- Faculty who are nationally recognized yet student-focused

- Multiple opportunities for clinical supervision
- Opportunities and support for developing teaching skills through the Future Professoriate program
- Solid financial support through graduate assistantships and excellent medical benefits
- Flexible policies allowing doctoral students to use GA support for summer courses
- Financial support to attend and present at national conferences
- Opportunities to develop research skills as part of on-going research teams

The Department of Counseling and Human Services has been a pioneer in training highly skilled practitioners and leaders in a wide range of counseling settings. Syracuse's programs are nationally accredited and can lead to national certification or State Certification in School Counseling or Licensure as a Clinical Mental Health Counselor.

Programs include extensive fieldwork opportunities in which students gain hands-on experience working with students and clients in a wide range of counseling and educational settings. Students work closely with their advisor, and the fieldwork coordinator to identify settings that meet their individual interests and career goals. The faculty is nationally recognized for their leadership in the profession and all classes are taught by skilled experts and experienced clinicians.

The faculty is deeply committed to the growth and development of their students; faculty work closely with both our master's and doctoral students. Students are trained in the most current information in counseling and provided the opportunity to develop their skills and succeed in their chosen area of specialization. Doctoral students have many opportunities to develop their teaching, research and supervision skills and are prepared to be nationally competitive in academic and practice settings.

The Department's goal is to prepare national leaders in counseling. It seeks to develop a diverse group of professionals who will excel in knowledge, skills, commitment, and service in a wide range of educational and community settings.

S.U. Re-Accredited to 2016:

After an extensive review of the Counseling and Human Services Program, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) recently announced that Syracuse University's Program has met all expectations, and granted us the full eight year accreditation period for all of our Accredited Master's Degree Programs (Clinical Mental Health Counseling, School Counseling, and Student Affairs Counseling), as well as our Counselor Education and Supervision Doctoral Program. This means each of these programs will be accredited by CACREP until 2016. This decision is a testament to the quality education offered here at S.U., and a signal of support for the work that is done here.

Cultural Foundations Of Education M.S., C.A.S, Ph.D.

Contact Sari Biklen, Chair, 363 Huntington Hall, 315-443-3343, skbiklen@syr.edu

Cultural Foundations of Education

Cultural Foundations of Education is a highly demanding and nationally prominent interdisciplinary graduate program created to support fundamental inquiry into the nature of education. Graduate students draw on the disciplines of history, philosophy, and sociology to analyze issues related to inequality in education. Faculty interests include disability, the relationship of popular culture and mass media to education, race, racism and multiculturalism, identity and difference, democracy and education, intergroup dialogue, theories of knowledge and feminist theory. Our alumni have success finding jobs in higher education, foundations, policy research, school systems, and government agencies.

Each program is individually designed, allowing students to work with their advisors to build their own program around their research interests. This may include courses from other University programs and colleges, including the Maxwell School of Citizenship and Public Affairs, the S.I. Newhouse School of Public Communications, and the College of Arts and Sciences. At the same time, cohorts of students take courses in the department together so that students share a common vocabulary.

Faculty members are well-known in their fields and actively engaged in ongoing research. The department's outstanding graduate students collaborate with faculty in research, publishing, and professional activities. The department regularly sponsors opportunities for students and faculty to share their work, discuss current issues, or read and critique current articles. There is a strong emphasis on community amongst scholars.

Cultural Foundations Of Education M.S.

The Master of Science degree program in Cultural Foundations of Education is designed to foster and support fundamental inquiry into the nature of education. Students draw on history, philosophy, sociology and other disciplines to analyze such issues in education as inequality, disability, popular culture, mass media, the philosophy of multiculturalism and racism.

Graduate students choose Cultural Foundations of Education because each program of study is individually designed. Students may build their work around their own research interests and are encouraged to use diverse research approaches, such as combining philosophical analysis with empirical work or historical research with policy analysis. Cultural Foundations of Education supports interdisciplinary work and students are encouraged to choose courses from across the broad spectrum of Syracuse University's schools and colleges, including Maxwell School of Citizenship and Public Affairs, the S.I. Newhouse School of Public Communications and the College of Arts and Sciences.

A master's degree in Cultural Foundations of Education is designed for the student seeking a broad education with disciplinary competence as well as commitments to social purpose and academic excellence.

Cultural Foundations Of Education C.A.S.

The Certificate of Advanced Study (C.A.S.) in Cultural Foundations of Education is a highly-demanding, interdisciplinary program created to support fundamental inquiry into the nature of education. Students draw on disciplines of history, philosophy, and sociology to analyze such issues as inequality,

disability, the relationship of popular culture and mass media, and the philosophy of multiculturalism and racism in education.

C.A.S. students must complete 60 graduate credits, at least half of them from Syracuse University. All C.A.S. students must take a qualifying examination and complete a project, which usually coincides with one or more field experiences.

Cultural Foundations Of Education Ph.D.

The department supports interdisciplinary work and encourages the use of diverse research approaches including empirical and philosophical work, historical research, and policy analysis. The doctoral degree program is designed so that students both receive a broad education and develop disciplinary tools without being restricted to a narrowly specialized program of study. Students can choose a particular concentration—history of education, philosophy of education, or sociology of education—or they can work between these areas. Within these concentrations, students may want to focus on particular areas of research such as disability studies, popular culture, urban education, gender and education, popular culture and race, racism and education.

Disability Studies C.A.S.

Contact Steven Taylor, 363 Huntington Hall, 315-443-4484, staylo01@syr.edu

Disability Studies

In addition to the M.S. and Ph.D. degrees, Cultural Foundations of Education offers a graduate Certificate of Advanced Study (C.A.S.) in Disabilities Studies. Disability Studies applies social, cultural, historical, and philosophical perspectives to disability in society. Building on the proud tradition of Syracuse University's School of Education in this important area, the program is designed to help students understand disability and to prepare them to work to decrease barriers to full participation of all people in their community and society. This program stands at the forefront of change, exploring and facilitating new ways of thinking about and accommodating people with disabilities.

The C.A.S. is a 15-credit program, with an oral or written exam at the conclusion of coursework. This program is available to students enrolled in Syracuse University graduate programs as well as to persons who are not otherwise matriculated into other University programs. Cultural Foundations of Education also collaborates with the College of Law in a joint degree program focusing on disabilities studies. Students obtain the J.D. and M.S. degrees, with the C.A.S. in disabilities studies, in three years instead of the four otherwise necessary to obtain both degrees.

Early Childhood Special Education M.S.

Contact Gail Ensher, 150 Huntington Hall, 315-443-9650, glensher@syr.edu

Early Childhood Special Education

The master's program in Early Childhood Special Education (ECSE) reflects the most current thinking about teaching infants, young children, and primary school-age children with and without special needs. The program strives to prepare educators to do the following:

- apply theories of development and contemporary research within the context of families and communities;
- assess and identify specific disabilities and their implications for development and learning in the first years of life;
- plan and implement culturally relevant early intervention curricula and programs;
- be knowledgeable about ethical and policy issues, legislation, and scholarly research in the field;
- become leaders in educational settings and communities;
- work effectively with children of diverse ages, abilities, cultures, and family backgrounds; serving children in a range of home, community, and educational settings; and
- collaborate with other professionals of diverse disciplines and in partnership with families.

The master's degree program in ECSE meets the academic requirements for New York State early childhood (Birth-Grade 2) and early childhood special education (Birth-Grade 2) initial certification. It serves the following five groups of students:

- students with no certification or education background;
- students who hold provisional special education certification (Pre K-12), but not elementary education certification (Pre K-6) (all prerequisites will apply);
- students who hold a provisional elementary certificate (Pre K-6) and want special education certification for Birth-Grade 2;
- students who have earned initial childhood 1-6 and/or childhood special education 1-6 certificates and desire preparation and certification for the early childhood age and grade levels;
- students who earned initial certification in early childhood (birth-2) from another institution and want additional certification in early childhood special education.

Students who have early childhood or other education coursework may be exempted from up to 24 of the 60 credits required of those with no background. The option of pursuing only the early childhood certification (not early childhood special education certification) is not available under this program. Finally, with acceptance into the literacy program following the ECSE program, students already certified at the childhood level can acquire certification in literacy.

Interested students are encouraged to contact the coordinator about prerequisite liberal arts courses well before applying. Those who wish to study full-time and have no background can typically begin in the first summer session and complete in 20 months. Those with a significant amount of background may have the attractive option of beginning in the first summer session and completing in 14 months.

Information is available on our college course prerequisites.

Educational Leadership M.S., C.A.S., & Ed.D.

Educational Leadership C.A.S.

Contact Diane Canino-Rispoli, 150 Huntington Hall, 315-443-2685, dcaninor@syr.edu

Educational Leadership

Our programs in educational leadership reflect the conviction that school leaders serve all students best when they practice student-centered leadership, placing students who have been historically marginalized at the center of the educational mission and practice.

The Certificate of Advanced Study program in educational leadership is registered with New York State to lead to dual certification of its graduates as School Building Leaders and School District Leaders, qualifying candidates to serve in any school leadership position in New York State (except school district business leader). The program prepares school leaders who have the deep knowledge, practical skills, and passionate commitment to ensure that every student has full and equal access to a high quality education and attains exemplary levels of learning and personal development. Our program has recently been redesigned and reregistered with New York State, based on these principles. We have retained our long-standing emphasis on preparing school principals and district administrators to be curriculum and instructional leaders, but our program now has a new, sharper focus on a single basic question:

How do school leaders ensure that every student in their school systems succeeds?

The CAS program requires thirty graduate hours in educational leadership (nine courses and a rigorous administrative internship), thirty additional graduate credits (typically from a prior masters degree), and successful completion of a state-administered examination in School District Leadership. (Completion of a second examination, in School Building Leadership, is required for certification but not for program graduation.) The program's courses, field experiences, and other requirements are designed to prepare candidates to support the continuous learning of all students and adults, and the continuous improvement of systems that make their learning possible, emphasizing the relationships between curriculum and instructional development, supervision of instruction, professional development, and organizational development, and the ways in which information on student learning can be used to improve teaching and learning.

Educational Leadership Ed.D.

Contact Joseph Shedd, 150 Huntington Hall, 315-443-2685, jbshedd@syr.edu

Educational Leadership

The Ed.D. program in educational leadership is designed for educators who want to engage in serious scholarship of issues of leadership and learning in pre-collegiate educational settings. The program's emphasis on applied research makes it particularly appropriate for those who expect to continue as educators in field settings, although it is not designed exclusively for such students.

Educational Leadership M.S.

(For International Applicants Only)

Contact Joseph Shedd, 150 Huntington Hall, 315-443-2685, jbshedd@syr.edu

Educational Leadership

The M.S. degree in Educational Leadership is reserved for international students with teaching experience only.

Inherent in the design of the Master of Science in Educational Leadership program is a definition of educational leadership exercised by teachers and other school professionals as well as administrators—a definition that requires our graduate students to grapple with a variety of theoretical and policy perspectives, and challenges them to identify and address the tensions inherent in different ways of understanding the purposes and processes of education.

Our program reflects these principles by requiring students to confront the demands of providing leadership for learning in both field and academic settings and by expecting them to integrate the insights afforded by each. We meet these objectives by cultivating closer connections between the university and the field, through active involvement of field leaders in the admissions, advising, instruction, and assessment processes, and through intensive involvement of students in a variety of forms of research, development, inquiry, and service in actual school settings.

Certificate In Educational Technology

Certificate In Educational Technology

Contact Nick Smith, Chair, 330 Huntington Hall, 315-443-3703, nlsmith@syr.edu

Educational Technology

The Graduate Certificate in Educational Technology (15 credits) provides interested teachers, trainers, and other professional practitioners with the opportunity to advance their knowledge and skills in the area of instructional systems, learning environments, and performance technology. This program has been registered with the New York State Education Department and is designed for students who require additional knowledge and expertise in order to advance in their professional careers.

This certificate program is offered by the Instructional design, development, and evaluation department (IDD&E). IDD&E offers a variety of programs to help students develop the skills required to identify and evaluate learning problems and to design and develop appropriate instructional solutions to these problems. Students develop the competencies to apply instructional analysis, design and develop instructional materials, evaluate instructional programs, and assess learning. The curriculum includes teaching students about a variety of soft (process and communication) and hard technologies. Through practical projects, students develop competencies to design, create, implement, and evaluate technology-supported instructional solutions for a variety of educational and professional settings. Certificates in educational technology and adult education as well as M.S., C.A.S., and Ph.D. degrees are offered.

Concurrent Master's Preparation Programs

Concurrent Master's Preparation Programs In English Education And Inclusive Special Education (7-12); English Education And Literacy Education (5-12); English Education And Teaching English Language Learners M.S. Programs

Contact Dr. Kelly Chandler-Olcott, 230 Huntington Hall, 315-443-4755, kpchandl@syr.edu

Reading and Language Arts

Students may apply to the English Education master's preparation program and indicate on their application that they wish to concurrently complete the Inclusive Special Education (7-12), Literacy Education (5-12) or the Teaching English Language Learners master's program. An internal admission form must be completed in the first year of study to add the second master's program. Students wishing to apply for a concurrent degree may complete the Graduate Enrollment Internal Admission Application. The internal admission application and instructions are available in the Office of Academic and Student Services, located in 270 Huntington Hall. Students enrolled in concurrent master's programs must complete the requirements for both programs prior to graduation.

English Education: Preparation (7-12) M.S.

English Education: Preparation (7-12) M.S.

Contact Kelly Chandler-Olcott, Chair, 200 Huntington Hall, 315-443-4755, kpchandl@syr.edu

English Education

The program integrates the candidates' knowledge of subject matter with an understanding of the process involved in composition and responding to literature. At the master's level, coursework focuses on strategies designed to enhance pupil appreciation and performance. The master's program in English Education prepares participants for teaching positions in middle, junior, and senior high schools. The program is intended for those with an English or related major seeking teaching certification (Preparation Program). Those with an initial English Education teaching certificate seeking professional certification are encouraged to investigate the Literacy Education: Grades 5-12 or the Teaching English Language Learners (PreK-12) programs.

Historically, the Reading and Language Arts department has enjoyed cooperative relationships with area public schools, BOCES, and local companies that permit candidates to gain field experience and, where appropriate, conduct research in school and workplace settings. In addition, English Education maintains a close tie with the other programs in the Reading and Language Arts department.

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

English

Contact Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

The combined program has a two-stage admission process. The first stage involves meeting with the School of Education contact as early as possible to develop a plan, and, if a decision to pursue the program is made, completing a form signed by Education and a new declaration of program of study form in Arts and Science to declare the Arts and Sciences program with "Teacher Preparation/5 year" appended to the title (e.g., "History(TchrPrep/5yr)" instead of "History"). The second admission stage involves an application to graduate school. Each admission stage requires a 3.0 cumulative GPA and a 3.0 GPA in the courses from the subject to be taught. The second stage also requires successful performance in the undergraduate education courses.

The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Exercise Science M.S.

Contact Tom Brutsaert, Chair, 201 Women's Building, 315-443-9696, tdbruta@syr.edu

Exercise Science

The master's program in exercise science is designed to train students for positions in hospitals and in corporate and private agencies that provide fitness and wellness programming and rehabilitative exercise programs. An emphasis on research in applied physiology also prepares students for doctoral programs in exercise science. Students in exercise science have the opportunity for supplemental study in areas such as nutrition, health promotion, and sports medicine. Because exercise science is functionally related to physical education, physical educators with provisional/initial teaching certification may use graduate study in exercise science to obtain permanent/professional teaching certification.

The M.S. Degree requires 36 credit hours of formal course work to be selected in consultation with the student's advisor. Three specialty tracks are available through careful selection of electives:

- Exercise Physiology and Fitness
- Clinical Exercise Physiology (including Cardiac Rehabilitation)
- Research in Exercise Physiology
- The Master's degree requires 24 credit hours including:
- General Biology (8 hours)
- Human Anatomy & Physiology (8 hours)
- Chemistry (8 hours)
- PLUS: 6 credit hours of exercise science including
- Physiology of Exercise
- General Science*

*May be used to constitute a minimum of 24 hours of sciences

Doctoral study with an emphasis in applied exercise physiology is presently offered in conjunction with the School of Education's Ph.D. program in science education. This highly individualized doctoral degree in Science Education with a concentration in exercise physiology is a research intensive program offered through the Science Education Department. In addition to course work, students work with their faculty mentor on various research projects. Students are encouraged to contact their potential faculty mentor directly prior to applying.

Higher Education

M.S. And Ph.D. Programs

Contact Catherine Engstrom, Chair, 350 Huntington Hall, 315-443-4763, cmengstr@syr.edu

Higher Education

Higher Education focuses on issues of diversity and inclusion, as applied to both the theory and practice of student success, development and learning in higher education. Given the increasing diversity of college student backgrounds, critical reforms are needed in higher education in order to develop diverse curricular and noncurricular structures, practices, policies, and pedagogies that embrace and build upon students' talents, experiences, and potential so they learn, develop, and succeed. Due to the complexity of the issues facing higher education around the world, students draw on resources in the School of Education and across the University to provide an interdisciplinary, foundational perspective supplemented by ongoing, integrated practical experiences. Students analyze higher education at a variety of levels, including individual students, student populations, institutions, and systems of higher education, and the policies and practices related to each that foster the success of all college students.

Course offerings cover student development and learning, student attainment and retention; race and gender in higher education; student affairs administration; administrative theory and practice in higher education; learning communities; legal issues in higher education and history.

A hallmark of the program and its coursework is community and collaboration. Many courses require collaborative group work that involves students as active learners in class and in our program learning community. At the same time, the program is structured to promote collaboration among students, faculty, and administrators. Whenever possible, students and faculty will work together on collaborative research and administrative projects.

Doctoral degree programs include coursework throughout the University so that students can draw upon the expertise of faculty from departments in the School of Education (e.g., Cultural Foundations of Education) and a variety of schools including the Maxwell School of Citizenship and Public Affairs and the School of Management. Both degree programs also offer field and internship experiences (required for all master's degree students) which are available at the University and a diversity of neighboring institutions. Doctoral students specializing in higher education are required to have a minimum of three years of full-time experience in higher education. Because the department and its faculty have a strong reputation within the field, graduates of the program are typically embraced by a vibrant market offering a variety of positions.

Note: No more than 6 credits may be taken prior to matriculating into the higher education M.S. degree program. No more than 9 credits may be taken before matriculating into the Ph.D. program. All masters students must take a minimum of 9 credit hours/academic year. All doctoral students must complete 12 credit hours/academic year.

Inclusive Special Education: 1-6 Preparation M.S.

Contact Corinne Smith, 136 Huntington Hall, 315-443-1468, crsmith@syr.edu

Inclusive Special Education

The master's degree programs in special education are designed to prepare students to work with individuals with disabilities in inclusive classrooms (in grades 1-6 or grades 7-12). They meet the academic requirements for initial/professional New York State teacher certification in these areas. Applicants must first have met the requirements for a New York State initial childhood teaching certificate (for the 1-6 program) or a 7-12 academic subject teaching certificate (for the 7-12 program). Students may complete the 32-credit program either full or part time or concurrently with another master's program..

The programs build on the long and distinguished traditions of inclusive education and disability studies at Syracuse University. The philosophies of the programs expand on these traditions to examine disability as a social, cultural, and political construct inextricably linked to issues of race, class, and gender. A grounding assumption of the programs is that students with disabilities must have access to academic instruction and social learning available to students without disabilities. To this end, students in these programs explore innovative approaches to modifying and adapting instruction, curriculum, and classroom structures to maximize active and meaningful participation of all learners.

Inclusive Special Education: 7-12 Preparation M.S.

Contact Beth Ferri, 159 Huntington Hall, 315-443-1465, bafferri@syr.edu

Inclusive Special Education

The master's degree programs in special education are designed to prepare students to work with individuals with disabilities in inclusive classrooms (in grades 1-6 or grades 7-12). They meet the academic requirements for initial/professional New York State teacher certification in these areas. Applicants must first have met the requirements for a New York State initial childhood teaching certificate (for the 1-6 program) or a 7-12 academic subject teaching certificate (for the 7-12 program). Students may complete the 32-credit program either full or part time or concurrently with another master's program..

The programs build on the long and distinguished traditions of inclusive education and disability studies at Syracuse University. The philosophies of the programs expand on these traditions to examine disability as a social, cultural, and political construct inextricably linked to issues of race, class, and gender. A grounding assumption of the programs is that students with disabilities must have access to academic instruction and social learning available to students without disabilities. To this end, students in these programs explore innovative approaches to modifying and adapting instruction, curriculum, and classroom structures to maximize active and meaningful participation of all learners.

Inclusive Special Education: Severe/Multiple Disabilities M.S.

Contact Gail Ensher, 150 Huntington Hall, 315-443-9650, glensher@syr.edu

Inclusive Special Education: Severe/Multiple Disabilities

This master's degree program is designed for those who have previously met the requirements for one of the New York State initial certificates for teaching students with disabilities (birth-grade 2; 1-6; 5-9; or 7-12 academic subjects), and wish to meet the requirements for the New York State annotation in severe disabilities, while earning a master's degree.

This degree is a 31-credit hour program offering students cutting-edge ideas in courses taught by faculty specialists.

We offer special emphasis in:

- working in inclusive classrooms;
- serving diverse student populations;
- using technology including assistive technology;
- and teachers as researchers of professional practice and builders of practical theory.

This program encompasses a carefully chosen sequence of courses—most offered in the late afternoon or summer—that may be completed full time in 12-16 months for those beginning in the summer or fall, or on a part-time basis.

We offer study at a research university with a long-standing reputation as a leader in the field of special education.

Instructional Design, Development, And Evaluation (IDD&E)

M.S., C.A.S., and Ph.D.

Contact Nick Smith, Chair, 330 Huntington Hall, 315-443-3703, nsmith@syr.edu

Instructional Design Development and Evaluation

Instructional design, development, and evaluation department (IDD&E offers a variety of programs to help students develop the skills required to identify and evaluate learning problems and to design and develop appropriate instructional solutions to these problems. Students develop the competencies to apply instructional analysis, design and develop instructional materials, evaluate instructional programs, and assess learning. The curriculum includes teaching students about a variety of soft (process and communication) and hard technologies. Through practical projects, students develop competencies to design, create, implement, and evaluate technology-supported instructional solutions for a variety of educational and professional settings. Certificates in educational technology and adult education as well as M.S., C.A.S., and Ph.D. degrees are offered.

Instructional Design, Development, And Evaluation M.S.

Masters students in the Instructional Design, Development, and Evaluation (IDD&E) Program are required to take 8 core courses (24 credits) and four

additional courses (12 credits) in one of four concentration areas: (1) Design & Development; (2) Interactive Technology & Distributed Learning; (3) Project Management & Human Performance Technology; and (4) Evaluation. The Design and Development concentration focuses on planning and implementation processes for instructional and performance solutions. This concentration aims at preparing students to design and develop instructional materials for a variety of contexts and settings. The Interactive Technology and Distributed Learning concentration prepares students with the knowledge, understanding, and skills for using various types of technologies to support instruction. This may lead to positions as educational technologists or distance education specialists in various contexts. The Project Management and Human Performance Technology concentration reflects one of the traditional strengths and unique aspect of the IDD&E program. Students who choose this concentration as their major may work as project managers, human resource specialists, or performance engineers in business and industry, universities, government agencies and school districts. The Evaluation concentration is designed to prepare students to work as practical evaluators in applied settings. Graduates of this concentration will be especially well prepared to specialize in the evaluation (as well as design and development) of educational products and programs.

Instructional Design, Development, And Evaluation C.A.S.

The 60-credit C.A.S. builds upon the master's degree, preparing students for higher-level positions in education, industry, or academia. People seeking career advancement in positions such as Instructional and Curriculum Coordinator, Project and Performance Technology Manager, Design and Development Specialist, E-learning Specialist, Evaluation and Assessment Specialist, and Technology Coordinator may be interested in this program.

Instructional Design, Development, And Evaluation Ph.D.

Doctor of Philosophy students may select one of two emphases in their Ph.D. programs: an Academic Research focus, or a Professional Studies focus. Although both are research-oriented emphases, in contrast with the more-practice oriented Ed.D., the two options reflect the increasingly diverse skills and settings requiring Ph.D. preparation. While both emphases require 90 graduate credits and a dissertation, there are differences in the kinds of dissertations expected and the appropriate inquiry requirements for each emphasis. The Academic Research focus prepares students for tenure-line faculty positions in research universities. Special emphasis is given to in-depth methodological training, extensive research experience, advanced expertise in a focused area of inquiry, participation in academic and professional research communities, and the development of teaching skills. The Professional Studies focus prepares graduates for these settings by emphasizing strong methodological training, extensive experience with applied projects, the flexibility to work in teams on a broad range of problems, participation in applied professional communities, and the development of management and leadership skills.

Instructional Technology

Contact Nick Smith, Chair, 330 Huntington Hall, 315-443-3703, nsmith@syr.edu

Instructional Technology

The MS in Instructional Technology (IT) is intended for teachers who have completed prior studies in one or more fields of Pre K-12 education and who already hold or eligible for a New York State (NYS) Initial teaching certificate in those fields. The 37 credit-hour program will advance professional practice by supporting leadership in the integration of technology in learning and enhancement of teaching with technology. Upon successful completion of the IT Masters program candidates will be eligible to apply for: New York State Initial Certification in Educational Technology Specialist Pre K-12 and New York State Professional Certification in the area of Initial New York State Teaching Certification.

This program is offered by the Instructional design, development, and evaluation department (IDD&E). IDD&E offers a variety of programs to help students develop the skills required to identify and evaluate learning problems and to design and develop appropriate instructional solutions to these problems. Students develop the competencies to apply instructional analysis, design and develop instructional materials, evaluate instructional programs, and assess learning. The curriculum includes teaching students about a variety of soft (process and communication) and hard technologies. Through practical projects, students develop competencies to design, create, implement, and evaluate technology-supported instructional solutions for a variety of educational and professional settings. Certificates in educational technology and adult education as well as M.S., C.A.S., and Ph.D. degrees are offered.

J.D./Cultural Foundations Of Education M.S. Joint Degree Program

Contact the College of Law Admissions Office, 315-443-1962, admissions@law.syr.edu

Law School

Cultural Foundations of Education

The College of Law's joint degree program in law and education, with a concentration in disability studies, offers students the opportunity to earn a J.D. and an M.S. in Cultural Foundations of Education. Eligible joint degree students also may earn a certificate of advanced study (C.A.S.) in disability studies, which is a New York State-approved concentration. Disability studies applies legal, social, cultural, historical, and philosophical perspectives to the study of disability in society. Students may obtain the J.D. and M.S. in three years instead of the four necessary to earn both degrees independently. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

Current College of Law Students: please contact the College of Law Office of Student Life, 315-443-1146, studentlife@law.syr.edu

Certificate In Lifelong Learning And Continuing Education

Contact Nick Smith, Chair, 330 Huntington Hall, 315-443-3703, nsmith@syr.edu

Instructional Design Development and Evaluation

The Graduate Certificate in Lifelong Learning and Continuing Education (24 credits) provides interested professionals with the opportunity to advance their knowledge and skills in the area of adult education. This certificate program requires the successful completion of the Certificate in Educational Technology. Students who complete this Graduate Certificate in Lifelong Learning and Continuing Education develop knowledge and skills in methods and techniques for teaching and training adults and are prepared for careers as performance technologists, trainers, training managers, or human resource development specialists. This program has been registered with the New York State Education Department and is designed for students who require additional knowledge and expertise in order to advance in their professional careers.

This certificate program is offered by the Instructional design, development, and evaluation department (IDD&E). IDD&E offers a variety of programs to help students develop the skills required to identify and evaluate learning problems and to design and develop appropriate instructional solutions to these problems. Students develop the competencies to apply instructional analysis, design and develop instructional materials, evaluate instructional programs, and assess learning. The curriculum includes teaching students about a variety of soft (process and communication) and hard technologies. Through practical projects, students develop competencies to design, create, implement, and evaluate technology-supported instructional solutions for a variety of educational and professional settings. Certificates in educational technology and adult education as well as M.S., C.A.S., and Ph.D. degrees are offered.

Literacy Education: Birth-Grade 6 M.S.

Contact Rachel Brown, 200 Huntington Hall, 315-443-4755, rfbrown@syr.edu

Literacy Education

Programs in this area prepare graduate students to pursue careers in research, teaching, teacher education, curriculum and test development, and the administration of English language arts programs, as well as clinical and assessment services. Reading and literacy instruction for elementary, secondary, college, and adult audiences are covered in basic and advanced courses.

Master's programs in Literacy Education: Birth-Grade 6 and Literacy Education: Grades 5-12 are offered to those holding a teaching certificate in another area and seeking initial Literacy certification. The programs also fulfill the master's degree requirement for permanent or professional certification in the area of the first certificate.

Literacy Education: Grades 5-12 M.S.

Contact Rachel Brown, 200 Huntington Hall, 315-443-4755, rfbrown@syr.edu

Literacy Education

Programs in this area prepare graduate students to pursue careers in research, teaching, teacher education, curriculum and test development, and the administration of English language arts programs, as well as clinical and assessment services. Reading and literacy instruction for elementary, secondary, college, and adult audiences are covered in basic and advanced courses.

Master's programs in Literacy Education: Birth-Grade 6 and Literacy Education: Grades 5-12 are offered to those holding a teaching certificate in another area and seeking initial Literacy certification. The programs also fulfill the master's degree requirement for permanent or professional certification in the area of the first certificate.

Mathematics Education Ph.D.

Contact Joanna Masingila, 203 Carnegie, 315-443-1483, jomasing@syr.edu

The School of Education, in cooperation with the Department of Mathematics, in the College of Arts and Sciences, offers a Ph.D. degree in Mathematics Education. The program is designed for students who have demonstrated a high level of mathematical capability and are committed to full-time graduate study. It emphasizes preparation for academic positions in three areas:

- research on the teaching and learning of mathematics
- teacher preparation and professional development
- teaching mathematics education at the college level

Successful completion of the doctoral program typically requires three to four years of study beyond the master's degree. Each student's program of study is tailored to fit the individual's background, professional experience, and career goals and to satisfy degree requirements.

Most doctoral students earn the majority of their mathematics education credits by working closely with the mathematics education faculty in courses, independent study projects, and internships. Students are encouraged to develop strong backgrounds in mathematics, research design and methods, and learning theories.

Mathematics Education Preparation 7-12 M.S.

Contact Joanna Masingila, 203 Carnegie, 315-443-1483, jomasing@syr.edu

The School of Education, in cooperation with the Department of Mathematics, in the College of Arts and Sciences, offers a preparation program leading to the degree of Master of Science in Mathematics Education: Preparation 7-12. The program prepares students to become mathematics educators who are proficient in five areas:

- critical reflection and explanations of practice
- content knowledge
- inclusive and culturally responsive pedagogy
- assessment of student learning
- professional conduct and collaboration

The preparation program is designed for students who have attained a bachelor's degree in mathematics (i.e., with a major field in mathematics) or its equivalent and seek certification to teach mathematics in secondary schools.

Information is available on our college course prerequisites.

For those students who already have initial certification to teach grades 7-12 mathematics, the School of Education offers a program leading to the degree of Master of Science in Teaching and Curriculum. Students may have a concentration in mathematics education through this program, which is designed to support professional development for teachers and to enhance understanding of the theories and practices associated with teaching.

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Mathematics

Contact Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

The combined program has a two-stage admission process. The first stage involves meeting with the School of Education contact as early as possible to develop a plan, and, if a decision to pursue the program is made, completing a form signed by Education and a new declaration of program of study form in Arts and Science to declare the Arts and Sciences program with "Teacher Preparation/5 year" appended to the title (e.g., "History(TchrPrep/5yr)" instead of "History"). The second admission stage involves an application to graduate school. Each admission stage requires a 3.0 cumulative GPA and a 3.0 GPA in the courses from the subject to be taught. The second stage also requires successful performance in the undergraduate education courses.

The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Music Education Professional Certification M.S. And M.Mus.

Contact John Coggiola, 110 Crouse College, 315-443-5896, jccoggio@syr.edu

Syracuse's graduate programs in music education provide an environment of excellence where one can develop the understanding and skills necessary to become a competent, independent, life-long learner and teacher of music education. The program provides its students with opportunities to nurture and develop optimal teaching competencies, artistry and musicianship, and philosophical, theoretical, and historical perspectives of music and music education.

Three music education graduate degrees are offered in conjunction with Syracuse University's School of Education, a unique partnership that gives one the flexibility to pursue both music and education coursework. This partnership encourages students to become "change agents" who will develop innovative teaching methods and solutions within the educational system.

The one-year Music Education Professional Certification Master of Music (M.Mus.) and Master of Science (M.S.) degree programs are designed for students who possess an undergraduate degree in music education. These three-semester programs are grounded in music and educational research and diverse performance opportunities.

A concentration in music education is also available for doctoral students in the Teaching and Curriculum program.

Music Education Preparation M.S.

Contact John Coggiola, 110 Crouse College, 315-443-5896, jccoggio@syr.edu

Syracuse's graduate programs in music education provide an environment of excellence where one can develop the understanding and skills necessary to become a competent, independent, life-long learner and teacher of music education. The program provides its students with opportunities to nurture and develop optimal teaching competencies, artistry and musicianship, and philosophical, theoretical, and historical perspectives of music and music education.

Three music education graduate degrees are offered in conjunction with Syracuse University's School of Education, a unique partnership that gives one the flexibility to pursue both music and education coursework. This partnership encourages students to become "change agents" who will develop innovative teaching methods and solutions within the educational system.

The M.S. graduate-level teaching preparation program is designed for students who possess an undergraduate degree in music but not in the field of music education. The program provides a core of graduate-level courses in research, history, theory, and education as well as the opportunity to study music education topics required for New York State teacher certification in music education.

Information is available on our college course prerequisites.

A concentration in music education is also available for doctoral students in the Teaching and Curriculum program.

Certificate Of Professional Practice In Educational Technology

Contact Nick Smith, Chair, 330 Huntington Hall, 315-443-3703, nsmith@syr.edu

Instructional Design Development and Evaluation

The Graduate Certificate of Professional Practice in Educational Technology (24 credits) provides interested teachers, trainers, and other professional practitioners with the opportunity to advance their knowledge and skills in a selected area of specialization within educational technology. This certificate program requires successful completion of the Certificate in Educational Technology. Students completing this certificate program will be qualified in a particular educational technology specialty and be prepared for careers as performance technologists, instructional designers, developers of distance learning and interactive training, or evaluation specialists. This program has been registered with the New York State Education Department and is designed for students who require additional knowledge and expertise in order to advance in their professional careers.

This certificate program is offered by the Instructional design, development, and evaluation department (IDD&E). IDD&E offers a variety of programs to help students develop the skills required to identify and evaluate learning problems and to design and develop appropriate instructional solutions to these problems. Students develop the competencies to apply instructional analysis, design and develop instructional materials, evaluate instructional programs, and assess learning. The curriculum includes teaching students about a variety of soft (process and communication) and hard technologies. Through practical projects, students develop competencies to design, create, implement, and evaluate technology-supported instructional solutions for a variety of educational and professional settings. Certificates in educational technology and adult education as well as M.S., C.A.S., and Ph.D. degrees are offered.

Reading Education

Contact Kelly Chandler-Olcott, Chair, 200 Huntington Hall, 315-443-4755, kpchandl@syr.edu

http://soe.syr.edu/academic/reading_language_arts/graduate/phd/reading_education/default.aspx

Faculty Kelly Chandler-Olcott, Kathleen A. Hinchman

The Ph.D. degree in Reading Education provides breadth and depth in research related to language, literacy, and learning, and is tailored to the needs of professionals in the field who plan to become researchers, teacher educators, or program developers in this area. The Doctorate of Philosophy (Ph.D.) in Reading Education provides students with expertise in conducting and publishing significant research, designing innovative curricula and assessment tools, interpreting and promoting policy, and acting as effective change agents in the area of reading and literacy education. This program focuses on preparing students to conduct theoretical research. To be eligible, students must have attained at least a Master's degree in an area in education or related to education. To enter this program, formal application must be made which includes a completed application, three references and college/university transcripts. GRE scores are also required. Students who are non-native speakers of English are required to submit TOEFL scores. Individuals with three or more years of teaching in education and who are certified in an area of education are given preference in admission over those without these qualifications.

School Counseling M.S.

Contact Dennis Gildbride, Chair, 259 Huntington Hall, 315-443-2266, ddgilbri@syr.edu

School Counseling

The Master of Science in School Counseling prepares students to work with children of all ages in urban, rural and suburban K-12 school settings. Beginning with their first courses, students gain practical hands-on experiences that prepare them for their clinical placements in schools. Students work closely with their advisor to develop a program of study that meets their interests and specific career goals. Through two unique school counseling specialty courses, students acquire the knowledge and abilities necessary to implement a comprehensive, developmental school counseling program that includes individual and group counseling, large group classroom guidance, advisement and consultative services, as well as systemic support skills. Students gain the tools necessary to be effective professional school counselors and change agents, so they can help to meet the needs of every student. Graduates from our program meet the requirements for provisional certification as a school counselor in New York State and are employed in schools as:

- School Counselors
- Directors of Guidance
- Career Center Counselors
- Admissions Counselors
- Support Service Counselors
- Alcohol-Drug Abuse Prevention Education Program (ADAPEP) Counselors
- Student Assistance Counselors
- Family Support Counselors

The Department of Counseling and Human Services has been a pioneer in training highly skilled practitioners and leaders in a wide range of counseling settings. Syracuse's programs are nationally accredited and can lead to national certification or State Certification in School Counseling or Licensure as a Clinical Mental Health Counselor.

Programs include extensive fieldwork opportunities in which students gain hands-on experience working with students and clients in a wide range of counseling and educational settings. Students work closely with their advisor, and the fieldwork coordinator to identify settings that meet their individual interests and career goals. The faculty is nationally recognized for their leadership in the profession and all classes are taught by skilled experts and experienced clinicians.

The faculty is deeply committed to the growth and development of their students; faculty work closely with both our master's and doctoral students. Students are trained in the most current information in counseling and provided the opportunity to develop their skills and succeed in their chosen area of specialization. The department's goal is to prepare national leaders in counseling. It seeks to develop a diverse group of professionals who will excel in knowledge, skills, commitment, and service in a wide range of educational and community settings.

S.U. Re-Accredited to 2016:

After an extensive review of the Counseling and Human Services Program, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) recently announced that Syracuse University's Program has met all expectations, and granted us the full eight year accreditation period for all of our Accredited Master's Degree Programs (Clinical Mental Health Counseling, School Counseling, and Student Affairs Counseling), as well as our Counselor Education and Supervision Doctoral Program. This means each of these programs will be accredited by CACREP until 2016. This decision is a testament to the quality education offered here at S.U., and a signal of support for the work that is done here.

School Counseling C.A.S.

Contact Dennis Gildbride, Chair, 259 Huntington Hall, 315-443-2266, ddgilbri@syr.edu

School Counseling

The Certificate of Advanced Study (CAS) prepares students in more scholarly depth than does the Master's Degree and meets the New York State academic requirements for permanent school counselor certification. The CAS is appropriate both for students with a Master's in school counseling and for students who have a Master's in another specialty within counseling, but wish to pursue NY state certification as a school counselor.

Requirements For The C.A.S. Are:

A master's degree in counseling;

A minimum of 60 credits beyond the baccalaureate, of which 30 credits must be taken at Syracuse University;

Satisfactory completion of a special project (typically completed as part of COU 749).

In order to better meet the career needs and interests of our students, the Counseling and Human Services faculty voted to allow current students the opportunity to apply to the Certificate in Advanced Studies (CAS) program in School Counseling following successful completion of Practicum. The revised application process will allow our current students increased opportunities for course selection if they are interested in, and admitted into the CAS program. As has always been the case, the CAS in School Counseling program leading to state credentialing as a school counselor is open to students across the School Counseling, Student Affairs, and Clinical Mental Health master's programs.

The Department of Counseling and Human Services has been a pioneer in training highly skilled practitioners and leaders in a wide range of counseling settings. Syracuse's programs are nationally accredited and can lead to national certification or State Certification in School Counseling or Licensure as a Clinical Mental Health Counselor.

Programs include extensive fieldwork opportunities in which students gain hands-on experience working with students and clients in a wide range of counseling and educational settings. Students work closely with their advisor, and the fieldwork coordinator to identify settings that meet their individual interests and career goals. The faculty is nationally recognized for their leadership in the profession and all classes are taught by skilled experts and experienced clinicians.

The faculty is deeply committed to the growth and development of their students; faculty work closely with both our master's and doctoral students. Students are trained in the most current information in counseling and provided the opportunity to develop their skills and succeed in their chosen area of specialization. The Department's goal is to prepare national leaders in counseling. It seeks to develop a diverse group of professionals who will excel in knowledge, skills, commitment, and service in a wide range of educational and community settings.

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**There are no required courses for the CAS. Students are encouraged to take coursework coincident with their counseling interests.

School District Business Leadership (Professional Certification) C.A.S.

Contact Joseph Shedd, 150 Huntington Hall, 315 443-2685, jbshedd@syr.edu or William Duncombe, 215 Eggers Hall, 315 443-4388, duncombe@syr.edu

School District Business Leadership

The School District Business Leadership (SDBL) Program provides a comprehensive program in school business management provided jointly by the School of Education's Department of Teaching and Leadership and the Maxwell School of Public Affairs' Department of Public Administration. The program leads to New York State certification as a School District Business Leader.

School district business leaders are typically the chief financial officer of school districts and often manage a broad range of non-instructional functions, such as budgeting, accounting, facilities management, information technology, procurement, human resource (personnel) management, labor negotiations, food service and transportation. Besides meeting the requirements for SDBL certification in New York State, the program provides coursework and field experiences that prepare candidates to fulfill all professional functions of school business management specified by the Association of School Business Officials (ASBO). Besides an introductory course in Issues and Practices in School District Leadership, the program includes coursework in six areas of study:

- 1) financial management and management of ancillary services;
- 2) education leadership and management;

- 3) education law;
- 4) human resource management;
- 5) microeconomics; and
- 6) program evaluation.

A required practicum experience (a 600-hour clinical internship, typically spread over spring, summer and early fall semesters) completes the course structure of the program.

To receive certification as a school district business leader a student must have 60 graduate credits and a Master's degree. The SDBL program itself consists of courses (including the internship) accounting for 37 graduate credits. The number of courses that any particular student is required to take varies depending on her/his previous graduate experience. Candidates who have either completed or are concurrently pursuing a Certificate of Advanced Study in Educational Leadership or a Master of Public Administration are likely to have already completed some courses required under the SDBL program. Each student will take at least thirteen (13) graduate credits that are not included in some other program. Certification and (under most circumstances) program completion also require that the candidate pass a New York State-administered examination in School District Business Leadership.

Science Education Ph.D.

Contact John W. Tillotson, 101 Heroy Geology Lab, 315-443-2586, jwtillot@syr.edu

Students with an interest in research and/or university teaching usually pursue the Ph.D. degree. Their programs emphasize intensive study in a major area of specialization and often a minor area as well, leading to the development or extension of theory and research in the major field.

Graduates of the Ph.D. program in Science Education pursue a wide range of career paths. Many doctoral graduates assume faculty positions in elementary, middle or secondary education and/or teacher education at major research universities, as well as teacher preparation colleges. This degree prepares individuals to conduct science education research, teach science pedagogy and curriculum courses, and to create professional development programs for K-12 education. Some graduates also pursue careers as school district administrators.

Doctoral study with an emphasis in applied exercise physiology is offered in conjunction with the School of Education's Ph.D. program in science education. This highly individualized doctoral degree in Science Education with a concentration in exercise physiology is a research intensive program offered through the Science Education Department. In addition to course work, students work with their faculty mentor on various research projects. Students are encouraged to contact their potential faculty mentor directly prior to applying.

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Science Education (Biology)

Contact Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

The combined program has a two-stage admission process. The first stage involves meeting with the School of Education contact as early as possible to develop a plan, and, if a decision to pursue the program is made, completing a form signed by Education and a new declaration of program of study form in Arts and Science to declare the Arts and Sciences program with "Teacher Preparation/5 year" appended to the title (e.g., "History(TchrPrep/5yr)" instead of "History"). The second admission stage involves an application to graduate school. Each admission stage requires a 3.0 cumulative GPA and a 3.0 GPA in the courses from the subject to be taught. The second stage also requires successful performance in the undergraduate education courses.

The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Science Education (Chemistry)

Contact Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

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The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Science Education (Earth Sciences)

Contact Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

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The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Science Education (Physics)

Contact Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

The combined program has a two-stage admission process. The first stage involves meeting with the School of Education contact as early as possible to develop a plan, and, if a decision to pursue the program is made, completing a form signed by Education and a new declaration of program of study form in Arts and Science to declare the Arts and Sciences program with “Teacher Preparation/5 year” appended to the title (e.g., “History(TchrPrep/5yr)” instead of “History”). The second admission stage involves an application to graduate school. Each admission stage requires a 3.0 cumulative GPA and a 3.0 GPA in the courses from the subject to be taught. The second stage also requires successful performance in the undergraduate education courses.

The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Science/Biology Education: Preparation (7-12) M.S.

Contact John W. Tillotson, 101 Heroy Geology Lab, 315-443-2586, jwtillot@syr.edu

Science Education

A master's degree program in science education (biology, chemistry, earth science, or physics) is available for those with no education background seeking New York State teacher certification for grades 7-12 (preparation program). Faculty members are dual professors in the Teaching and Leadership Program in the School of Education and in the Department of Science Teaching in the College of Arts and Sciences.

The multidisciplinary nature of the department gives students numerous opportunities to interact with researchers in education in the natural sciences through collaborative projects and programs in the School of Education, the College of Arts and Sciences, and the State University of New York College of Environmental Science and Forestry. For decades, the department has been a national leader in promoting science literacy by advancing the knowledge base for effective science teaching and learning at all levels of education. We are well known for our commitment to both components of a seamless tradition: inquiry-based, student-centered science teaching and cutting edge research in pursuit of effective educational practices. We subscribe to these guiding National Science Foundation standards:

- 1) science is for all students;
- 2) learning science is an active process;
- 3) science education reflects the intellectual and cultural traditions that characterize contemporary science practice; and
- 4) improving science education is a significant task in any effort at systemic educational reform.

The M.S. in Science Education leads to New York State teacher certification for grades 7-12. Our certification programs combine multiple diverse field experiences with campus-based coursework, emphasizing theoretical and practical knowledge in research-based science teaching and learning.

Information is available on our college course prerequisites.

Science/Chemistry Education: Preparation (7-12) M.S.

Contact John W. Tillotson, 101 Heroy Geology Lab, 315-443-2586, jwtillot@syr.edu

Science Education

A master's degree program in science education (biology, chemistry, earth science, or physics) is available for those with no education background seeking New York State teacher certification for grades 7-12 (preparation program). Faculty members are dual professors in the Teaching and Leadership Program in the School of Education and in the Department of Science Teaching in the College of Arts and Sciences.

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Information is available on our college course prerequisites.

Science/Earth Science Education: Preparation (7-12) M.S.

Contact John W. Tillotson, 101 Heroy Geology Lab, 315-443-2586, jwtillot@syr.edu

Science Education

A master's degree program in science education (biology, chemistry, earth science, or physics) is available for those with no education background seeking New York State teacher certification for grades 7-12 (preparation program). Faculty members are dual professors in the Teaching and Leadership Program in the School of Education and in the Department of Science Teaching in the College of Arts and Sciences.

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The M.S. in Science Education leads to New York State teacher certification for grades 7-12. Our certification programs combine multiple diverse field experiences with campus-based coursework, emphasizing theoretical and practical knowledge in research-based science teaching and learning.

Information is available on our college course prerequisites.

Science/Physics Education: Preparation (7-12) M.S.

Contact John W. Tillotson, 101 Heroy Geology Lab, 315-443-2586, jwtillot@syr.edu

A master's degree program in science education (biology, chemistry, earth science, or physics) is available for those with no education background seeking New York State teacher certification for grades 7-12 (preparation program). Faculty members are dual professors in the Teaching and Leadership Program in the School of Education and in the Department of Science Teaching in the College of Arts and Sciences.

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- 2) learning science is an active process;
- 3) science education reflects the intellectual and cultural traditions that characterize contemporary science practice; and
- 4) improving science education is a significant task in any effort at systemic educational reform.

The M.S. in Science Education leads to New York State teacher certification for grades 7-12. Our certification programs combine multiple diverse field experiences with campus-based coursework, emphasizing theoretical and practical knowledge in research-based science teaching and learning.

Information is available on our college course prerequisites.

Social Studies Education: Preparation 7-12 M.S.

Contact Jeffery A. Mangram, 350 Huntington Hall, 315-443-9077, jamangra@syr.edu

Social Studies Education offers a master's degree program for applicants with a social science and history background who wish to work toward New York State initial certification in social studies education grades 7-12. Master's students in social studies education take courses in the social sciences and interdisciplinary programs of the Maxwell School of Citizenship and Public Affairs in addition to studying learning, teaching, and curriculum development. As educators, they will have opportunities to work at all levels of education in this country and abroad. Possible career options include teaching, research, writing, program design, and supervisory and coordinating positions.

This program offers teacher candidates:

- The opportunity for those holding a bachelor's degree with the appropriate social science and other prerequisites, but no prior coursework in teaching, to prepare for New York State initial adolescence certification as social studies teachers (grades 7-12) while earning a master's degree
- A 40-credit hour program that exposes students to cutting-edge ideas in education courses taught by faculty specialists, and an opportunity to take

- advantage of courses offered by other SU schools, such as the Maxwell School of Citizenship and Public Affairs
- Special emphasis on working with struggling students, serving diverse student populations, using technology to promote active learning, and teachers as researchers of professional practice and builders of practical theory
- 5 field placements allowing each candidate to learn from a variety of urban and suburban school settings, teachers, and youth with diverse backgrounds and abilities
- A 16-month full-time program (September to December); or the opportunity to begin part-time (if available at necessary times), culminating in a 9-credit spring semester followed by a 9-credit fall semester
- Sharing professional development with a cohort of students in social studies education, and in other secondary programs, through several common core courses
- Participation in the Academy of Social Studies Education 7-12 teachers, SU faculty and staff, and students meeting together a few times a year to share professional and program development ideas

The master's preparation program is for preservice teachers whose baccalaureate experience includes necessary social science courses but does not include study in professional education (preparation program).

Information is available on our college course prerequisites.

Social Studies Education C.A.S.

CAS student in Social Studies Education take courses in the social sciences and interdisciplinary programs of the Maxwell School of Citizenship and Public Affairs in addition to studying teaching and curriculum development.

A concentration in social studies education is also available for doctoral students in the teaching and curriculum program.

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Programs

Combined Bachelor's/Master's Degrees – Secondary Teacher Preparation Program

Social Studies

Contact Marie Sarno, Teaching and Leadership Programs, 138 Huntington Hall mrsarno@syr.edu

This combined degree option, offered by the College of Arts and Sciences and the School of Education meets the academic requirements for a New York Teaching certification for grades 7-12 in English, mathematics, a science area, or social studies. It is an alternative to the existing undergraduate Arts and Sciences/Education dual programs in these areas, and an option that often takes less time and fewer credits than earning the entire master's degree in education after completion of a general Arts and Sciences degree.

The combined bachelor's/master's teacher preparation programs were designed to meet the needs of Arts and Sciences undergraduates who, because of a later decision to become a teacher, would need to add a semester or more to their undergraduate study to complete the existing undergraduate Arts and Sciences/Education program. It also serves those who want or need more flexibility in their undergraduate program than the dual undergraduate degree allows.

Both the Arts and Sciences undergraduate degree with a major related to the subject to be taught, and the School of Education master's degree are conferred at the same time, after all requirements are met – typically at the end of 5 years. Students begin taking education courses as undergraduates, including some in the fourth year that are taken for graduate credit, and apply to become graduate students for their last two semesters. Some summer study (not necessarily at SU) may be required.

The combined program has a two-stage admission process. The first stage involves meeting with the School of Education contact as early as possible to develop a plan, and, if a decision to pursue the program is made, completing a form signed by Education and a new declaration of program of study form in Arts and Science to declare the Arts and Sciences program with “Teacher Preparation/5 year” appended to the title (e.g., “History(TchrPrep/5yr)” instead of “History”). The second admission stage involves an application to graduate school. Each admission stage requires a 3.0 cumulative GPA and a 3.0 GPA in the courses from the subject to be taught. The second stage also requires successful performance in the undergraduate education courses.

The choices of Arts and Sciences majors, and the course requirements for the Arts and Sciences major, the Liberal Arts Core, and other requirements related to the major are the same for these combined programs as those for students completing the dual enrollment undergraduate Arts and Sciences/Education program. These details about specific adjustments necessary to the Liberal Arts Core and to Arts and Sciences major may be found in the section describing Dual Arts and Sciences/ Education Programs.

Because of the specific course requirements and sequencing of courses, it is important that students interested in one of these programs meet with the Education contact as soon as possible to develop a plan. EDU 204, the first education course, must be taken no later than spring of the junior year.

Student Affairs Counseling M.S.

Contact Dennis Gildbride, Chair, 259 Huntington Hall, 315-443-2266, ddgilbri@syr.edu

Student Affairs Counseling

The Master of Science in Student Affairs Counseling prepares students for college and university positions within student affairs for which counseling skills are valuable. Students and graduates of the program work in settings such as:

- Student Services and Advisement
- Residence Life
- Campus Substance Abuse Programs
- Athletic Departments
- Rape Crisis Centers
- University Career Centers
- Multicultural and International Students' Offices
- Judicial Affairs' Office

As part of the program, students acquire skills in individual and group counseling, career counseling, and multicultural counseling. Additionally, students complete 12 credit hours of content knowledge about various aspects of higher education. Upon completion of the program, students are immediately eligible to become National Certified Counselors with the National Board for Certified Counselors (NBCC).

The Department of Counseling and Human Services has been a pioneer in training highly skilled practitioners and leaders in a wide range of counseling settings. Syracuse's programs are nationally accredited and can lead to national certification or State Certification in School Counseling or Licensure as a Clinical Mental Health Counselor.

Programs include extensive fieldwork opportunities in which students gain hands-on experience working with students and clients in a wide range of counseling and educational settings. Students work closely with their advisor, and the fieldwork coordinator to identify settings that meet their individual interests and career goals. The faculty is nationally recognized for their leadership in the profession and all classes are taught by skilled experts and experienced clinicians.

The faculty is deeply committed to the growth and development of their students; faculty work closely with both our master's and doctoral students. Students are trained in the most current information in counseling and provided the opportunity to develop their skills and succeed in their chosen area of specialization. The Department's goal is to prepare national leaders in counseling. It seeks to develop a diverse group of professionals who will excel in knowledge, skills, commitment, and service in a wide range of educational and community settings.

S.U. Re-Accredited to 2016:

After an extensive review of the Counseling and Human Services Program, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) recently announced that Syracuse University's Program has met all expectations, and granted us the full eight year accreditation period for all of our Accredited Master's Degree Programs (Clinical Mental Health Counseling, School Counseling, and Student Affairs Counseling), as well as our Counselor Education and Supervision Doctoral Program. This means each of these programs will be accredited by CACREP until 2016. This decision is a testament to the quality education offered here at S.U., and a signal of support for the work that is done here.

Teaching And Curriculum M.S. And Ph.D.

Contact Gerald M. Mager, 230 Huntington Hall, 315-443-9659, gmmager@syr.edu

Teaching and Curriculum M.S.

Teaching And Curriculum M.S.

The M.S.* program is available to those seeking advanced study in education, but not a teacher certification program. It is a 30 credit flexible degree program, which encompasses a number of fields of practice in education. Each program of study is developed individually with an advisor in a specific content area of teaching and/or grade level. Special permission is required for application to this program.

Teacher and Curriculum Ph.D.

Teaching And Curriculum Ph.D.

Students in this doctoral program are preparing to provide leadership in teaching, teacher education, and curriculum; to introduce innovations; and to study teaching/learning processes in various disciplines in elementary and secondary education. The program focuses on the preparation of researchers and evaluators of teaching and curriculum, university teachers, curriculum-oriented supervisors, and clinical supervisors of teachers. Students develop a specialization in one or more areas of interest such as art education, curriculum studies, elementary education, inclusive education, music education, social studies education, teacher education, or other areas.

Various program emphases include teacher decision making, teacher thinking, cooperative learning, professional development and teacher research methodologies as well as other foci. Students study relevant research and theory in teaching and curriculum, and investigate empirically the areas that bear upon their scholarly agendas.

Teaching English Language Learners (PreK-12) M.S.

Contact Zaline Roy-Campbell, 200 Huntington Hall, 315-443-8194, zmroycam@syr.edu

Teaching English Language Learners

The M.S. degree in Teaching English Language Learners offers students New York State Certification in English for Speakers of Other Language (ESOL). In this program they will become skilled in elementary and secondary instruction for English language learners. Students will gain knowledge of the theories, strategies, and methodologies regarding teaching English to speakers of other languages as well as the sociocultural and sociolinguistic issues that impact English language learners' acquisition of English. Admission to this program requires initial New York State Certification in another teaching area along with 12 credits in a language other than English.

Courses

Art Education

AED 510 Special Problems in Art Ed 1-6 S
Individual study of particular problems in art education which are of pertinence to the student. Counseling and consent of the instructor determine the area of study.

AED 521 Art-Centered Art Curric'M 3 IR
Ten approaches to writing art curricula: referential, chronological, stylistic, topical, special interest, specific artist, collection-related, integrating, multidisciplinary, enrichment. Development of classroom material for specific levels or particular audiences. For senior and graduate art majors.

AED 522 Art for Special Populations 3 IR
Effective personal communication through art. Choose and define a special population; expmine and generate appropriate research; develop adaptive strategies, curriculum, and evaluation procedures appropriate for classroom use. For senior and graduate art majors.

AED 524 Visual Language 3 IR
Visual language as catalyst for interdisciplinary experiences in art, math, science, and social studies. Visualization, determination of essential features, methods of teaching surrogate and relational form. Curriculum for specific grades or particular audiences. For senior and graduate art majors.

AED 525 Exploration & Meaning in Art 3 IR
Using phenomenological encounter techniques, symbol interpretation, and consideration of cultural context, students learn to argue a point of view and develop methods of critical judgment in their students. For senior and graduate art majors

AED 612 Creativity & Its Cultivation 3 Y
How do we recognize creativity? Who are the innovative individuals? Seminar workshop identifies essential criteria to discover and experience levels of creative behavior. Multisensory nature of imagination and its cultural significance. Students experiment in perceptual activities leading to design of aesthetic and educational strategies.

AED 616 Apprenticeship/Art Supervision 3 SI
Primarily for graduate students with teaching experience who are interested in the practice of supervision in public schools. Current art practices. States' certification requirements. Curriculum guides. In-service supervisory problems. Art workshops. Improvements of instruction. Selection, induction, supervision, and evaluation of teachers. Procedures for selecting and purchasing art materials and equipment.

AED 617 Philosophy of Art Educatn 3 Y
Place of art in contemporary life and the opportunities and responsibilities of teachers at all levels of art instruction. Readings in literature of art criticism and art education.

AED 618 Seminar in Art Education 3 Y
Prevailing opinions concerning objectives, materials, and curriculum procedures in art education at various age levels. Variety of research requirements and procedures in the field.

AED 710 Problems/Teacher As Artist 2-18 SI
Technical problems in art education. Limited to students working toward master's degree in art education. R

AED 896 Final Presentation 3 SI
Final presentation accompanied by written statement, culminating in oral examination. Taken during final semester upon advisor's approval.

AED 990 Independent Study 1-6 R

Counseling

COU 575 Orientation to Substances of Abuse 3 SS
Crosslisted with: RCE 520
Common substances of abuse. Origin, distribution and sale, use, methods of ingestion, effects, legitimate uses, and other features. Foundation course for other curricular offerings in substance-abuse counseling.

COU 585 General Counseling Methods 3 Y
For non-majors, introduces students to fundamental components of the practice of counseling for application in a variety of professional settings. This course cannot be used to waive a required course for a master's program in Counseling and Human Services.

COU 600 Selected Topics in Counseling 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

COU 612 Introduction to Professional Counseling 3 Y
The historical development of counseling, legal and ethical issues, professional identity, and professional counseling roles and practices in various settings.

COU 614 Group Work in Counseling 3 S
Principles of group dynamics, group developmental stage theory, leadership styles, and group leadership methods, with a focus on the integration of practice and theory in multiple group contexts. Course includes student participation in a within-class group experience. Permission of instructor.

COU 624 Theories of Counseling 3 Y
Counseling theories: their psychological assumptions, the therapeutic process inherent in each, and the expected outcomes of successful counseling.

COU 626 Social and Cultural Dimensions of Counseling 3 Y
Theory and research related to counseling persons of different cultural identities. A broad definition of cultural as premise for increasing student awareness and knowledge of how culture affects the counseling process.

COU 628 Life-Span Human Development 3 Y
Developmental theory and research pertaining to change and consistency across the lifespan. Focus on the facilitation of human development for persons of varying background and experience. Application of developmental principles to counseling practice.

COU 642 Career Development 3 Y
The meaning of work for individuals and within cultural contexts; theories of career development; using computers in career counseling; vocational decision making; and career counseling strategies for working with diverse populations including persons with disabilities.

COU 644 Counseling Prepracticum 3 S
Introduction to counseling skills and techniques, including assessment, relationship building, goal setting, and therapeutic intervention. Extensive use of video and audio taping of role-played counseling interactions. Permission of instructor.

COU 645 Counseling Prepracticum II: Advanced Multicultural Counseling Skills 3 Y
Clinical and case conceptualization skills for working with diverse populations. Race, ethnicity, culture, gender, sexual orientation, ability, and religion, with focus on applicability for counseling practice.
PREREQ: COU 644 AND COU 626..

COU 646 Assessment in Counseling 3 Y
Analysis and interpretation of selected interest and personality tests, as well as assessment environments. Synthesis of comprehensive case data and report writing in educational, vocational, and general counseling. Assessment of individuals and families.

COU 651 Crisis Counseling 3 SS
Review of the theory, history and practice of crisis counseling. Emphasis is placed on the study of techniques and interventions appropriate for use in a variety of crisis situations.

COU 672 Counseling Children and Adolescents 3 SS
Specialized knowledge, skills, and awareness necessary for counseling children and adolescents within individual, group, and family counseling modalities. Developing a therapeutic relationship and implementing effective interventions.

COU 675 Substance Abuse Counseling 3 SS

Biological, psychological, and social factors contributing to chemical dependency. Overview of different theoretical approaches to substance abuse counseling. Discussion, demonstration, and practice of counseling strategies for prevention and intervention.

COU 723 Psychological, Social, and Cultural Aspects of Disability 3 Y

Crosslisted with: DSP 723

Survey of the psychological, social, and cultural dimensions of disability with a focus on implications of social construction of disability for the adjustment of persons with disabilities in educational, rehabilitation, and community settings.

COU 727 Foundations of Mental Health Counseling 3 Y

Roles, functions, and contexts for mental health counselors working in community agencies. A review of dimensions, interventions, and characteristics of agencies serving diverse populations. Foundations of mental health consultation, prevention, and program evaluation.

COU 729 The Counselor in the Schools 3 Y

Roles and functions of school counselors. Analysis of the history, development, implementation and evaluation of school counseling programs, K-12.

COU 749 Leadership and School Counseling Program Implementation 3 Y

Critical issues in schools. Implementation of comprehensive K-12 developmental school counseling program: models, strategies, and interventions to work effectively as school counselors at different school levels. School counseling majors only.

COU 750 Practicum in Counseling 3 S

A one-semester, 100-hour, clinical placement to advance the student's counseling skills. Video or audio taping at the practicum site is required for supervision. Students receive weekly individual and group supervision on campus.

PREREQ: COU 624, 644. R1, 6 credits maximum

COU 758 Research Methods 3 Y

Methods, strategies, and issues related to research. Includes evaluating knowledge claims, quantitative and qualitative research designs, statistical analyses, and research ethics. Critical review of the professional literature for application to professional practice.

COU 790 Internship in Counseling 3-6 S

A supervised field placement in a school, agency, college, or rehabilitation setting during which students assume the varied roles of counselor. Weekly individual supervision and group supervision are required. Internships must meet all accreditation guidelines.

PREREQ: COU 750. R3, 12 credits maximum

COU 860 Advanced Practicum in Counseling 3 S

Supervised counseling experience for doctoral students. Intended to expand skill sets and level of ability through involvement in complex and diverse counseling situations. Empirically supported treatment is emphasized. Permission of instructor. R1, 6 credits maximum

COU 872 Advanced Theory and Practice in Group Work 3 O

An advanced graduate course that reviews seminal contributions to group work as well as current research trends. Includes supervised experience in facilitating personal growth groups. Permission of instructor.

COU 874 Theory and Practice of Clinical Supervision 3 Y

Major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues. Strategies for working with supervisees representing diverse backgrounds, developmental levels, and learning styles. Supervised practice opportunities included. R1, 6 credits maximum

COU 876 Seminar in Ecological Counseling 3 O

Client issues as embedded within multiple and interrelated systems, including political and economic structures. Facilitates pedagogic technological competence; Permission of instructor.

COU 878 Seminar in Counseling Theory 3 E

Examines psychological theory construction, compares various theoretical formulations of the counseling process, and emphasizes participants' critical analysis of how such theories relate to one's personal theoretical orientation and counseling practice. Theories representing distinct literatures within counseling are included. Permission of instructor.

COU 880 Topical Seminar in Counseling 3-9 SI

Special problems in counseling and counselor education.

COU 882 Seminar in Professional Issues 3 E

Designed for advanced graduate students, this course explores key issues currently faced by counselors, supervisors, and counselor educators. Topics are identified through a review of current professional literature.

COU 886 Multivariate Research Methods 3 O

Crosslisted with: EDU 886

Discussion and critique of multivariate research methods, designs, and strategies as applied in contemporary educational research. Practical applications in multivariate research design, implementation, and interpretation of data.

COU 910 Doctoral Research Seminar 0-3 S

Issues related to identifying research questions, research design, implementation, dissemination, and review. Specific topics to be discussed are determined jointly by faculty and students to ensure relevance to research development needs of participants. May not be repeated for credit. R2, 9 credits maximum

COU 950 Doctoral Internship 0-6 S

Students must be engaged in internship experiences involving counseling, clinical supervision, and teaching over the course of their doctoral study. Individual and group supervision are required as part of internship. R3, 12 credits maximum

Cultural Foundations Of Education

CFE 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CFE 601 Intro Phil of Education 3 Y

Philosophical analysis of educational concepts and practices. Issues underlying conflicting educational ideologies of teaching and learning, knowing, judging, valuing, citizenship, community, and philosophical anthropology.

CFE 605 Race, Philosophy and Education 3 O

Questions around race, racism, and education are explored from the perspective of philosophers and philosophers of education. Examines the "politics of recognition," "colorblind ideology," the social construction of race, essentialism, intersectionality, whiteness, and white privilege.

CFE 611 Intro Comparative Ed 3 IR

Comparative methodology. Problems in education comparatively and from a cross-cultural point of view.

CFE 614 Critical Issues in Dis/Ability and Inclusion 3 Y

Crosslisted with: DSP 614

Social construction of disability and special education. Disability autobiographies, research literature, parent narratives, legal/policy issues, shifting notions and cultural context of disability, and school and community inclusion. Review of disability classifications as they relate to these issues.

CFE 621 History of Education in the United States 3 Y

History of educational institutions from the Puritan colonies to the present. Factors that led to the development of the unique system of education in the United States.

CFE 631 Introduction to Sociology and Anthropology of Education 3 IR

Concepts, levels of organization, and processes relevant to the analysis of education. Sociological and anthropological studies of the school, its personnel, and its internal and external systems.

CFE 640 Inequality and Intergroup Relations in Education 3 Y

Examines theory, research, and practice important for intergroup relations in education, within context of racial, ethnic, and class inequalities in broader U.S. society. Covers conceptual foundations and frameworks for social justice education and intergroup dialogue.

CFE 662 Youth, Schooling and Popular Culture 3 IR

Crosslisted with: DSP 662, WGS 662; Double Numbered with: CFE 362

Positioned where school, media, and youth cultures intersect. How schools and media represent "good" and "bad" youth, and how youth negotiate schools and popular cultures. Includes theories of popular culture and adolescence.

CFE 688 Social Policy and Disability 3 Y

Crosslisted with: DSP 688, SPE 688

Trends and issues in the field and forces within society (political, economic, cultural, historical, and social) that affect people with disabilities.

CFE 700 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CFE 701 Education and Social Philosophy 3 IR

Philosophical problems underlying alternative theories of society, citizenship, and the individual. Each in relation to educational policy and practice.

CFE 723 Representation of Ability and Disability 3 IR

Crosslisted with: DSP 724

Constructions, meanings, and markers of ability/disability. How representation relates to educational research and practice.

CFE 731 Intermediate Sociology and Anthropology of Education 3 O

Sociological and anthropological analyses of education. Prevailing perspectives of people, society, and culture; their implications for various roles in and functions of education.

CFE 775 Gender, Sexuality, and Disability 3 O

Crosslisted with: DSP 775

Interdisciplinary course, explores points of contact and conflict between feminist theory and disability studies. Embodiment, representation, and voice explored from a variety of disciplines and genres.

CFE 776 Gender, Education & Culture 3 Y

Crosslisted with: DSP 776, WGS 776

How gender is culturally constructed in American society with particular reference to education broadly conceived; how race and social class influence gender analysis.

CFE 801 Educational Theory and the Social Sciences 3 IR

Some major works of sociological and anthropological thought as works of educational theory. Writings of Durkheim, Weber, Parsons, and Manheim as they bear directly upon education. Enrollment limited.

CFE 809 Problems of Educational Theory 3 SI

Criteria, construction, and application of educational theories. Problems with a theoretical basis. May be repeated for credit as the problems for analysis change.

CFE 810 Foundations of Moral Education 3 SI

Foundations of moral learning and elements of its pedagogy as rooted in major texts of Western moral reflection, including Plato's *The Republic*, Nichomachean Ethics, Durkheim's *Lecture on Moral Education*, and selections from Kant.

CFE 813 Multicultural Narratives and Educational Change 3 IR

Narratives from diverse ethnic/racial, gendered, and cultural positions. Questions of representation in narrative analysis. Place of narrative in social sciences. Role of narrative in educational change. Relationships of stories to theory, self to other.

CFE 821 Historiography in Education 3 E

Historiographic grounding for historical research methods. Seminar on the traditional categories, methods, and tools of historical research. Using student-generated topics, the seminar explores the consequences of common methodological choices.

CFE 833 Critical Curriculum Theory 3 IR

Crosslisted with: EDU 833

Radical traditions in curriculum theory in the Americas and Europe. Critical, radical, and progressive approaches concerned with issues of power, language access, justice, and equity. Critical theorists, feminists, multiculturalists, culturally relevant pedagogues, and post-structuralists.

CFE 880 International Course 1-12 IR

Offered through SUAbroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. SUAbroad works with the S.U. academic department to assign the appropriate course level, title, and grade for the student's transcript. R

CFE 900 Seminar in Philosophy of Education 3 SI

Different topic selected each semester. Enrollment limited to 10 students. R

CFE 910 Seminar in Problems of International and Comparative Education 3 IR

Substantive problems and topics, such as educational planning, education and development, international educational relations. R

CFE 920 Seminar in History of Education 3 Y

Different educational topic each semester. Enrollment limited to 10 students. R

CFE 930 Sociology and Anthropology of Education: Seminar in Special Topics 3 Y
Crosslisted with: DSP 930

Dialogue between students of education and those of sociology, anthropology, and related fields on issues of mutual interest. Evaluation of potential contributions of various fields to the solution or clarification of these issues. R

Disability Studies

DSP 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

DSP 600 Selected Topics: Disability Studies Program 1-3
R

DSP 614 Critical Issues in Dis/Ability and Inclusion 3

Crosslisted with: CFE 614

Social construction of disability and special education. Disability autobiographies, research literature, parent narratives, legal/policy issues, shifting notions and cultural context of disability, and school and community inclusion. Review of disability classifications as they relate to these issues.

DSP 621 Sociology of Disability 3 IR

Crosslisted with: SPE 621

Sociological perspectives on disability treatment approaches, and social policy toward the disabled. Personal and public forms of stereotyping, prejudices, and discrimination.

DSP 642 Special Education/Italy 6 IR

Crosslisted with: SPE 642

Italian legislation mandates including students with disabilities in neighborhood schools. United Nations observers cite Italy's schools as finest examples of inclusion worldwide. School observations: Rome, Florence, Parma. Dialogue with leaders and National Director of Education.

DSP 644 Significant Disabilities: Shifts in Paradigms and Practices 3 IR

Crosslisted with: SPE 644

Curriculum development, methods, materials, and instructional strategies, emphasizing inclusive settings. Discrimination encountered; history and experiences (e.g., eugenics, racial stereotypes, gender roles, and ideas of progress); perspective of those with significant disabilities.

DSP 662 Youth, Schooling and Popular Culture 3 IR

Crosslisted with: CFE 662, WGS 662; Double Numbered with: DSP 362

Positioned where school, media, and youth cultures intersect. How schools and media represent "good" and "bad" youth, and how youth negotiate schools and popular cultures. Includes theories of popular culture and adolescence.

DSP 688 **Social Policy and Disability** 3 Y
Crosslisted with: CFE 688, SPE 688
Trends and issues in the field and forces within society (political, economic, cultural, historical, and social) that affect people with disabilities.

DSP 723 **Psychological, Social, and Cultural Aspects of Disability** 3 Y
Crosslisted with: COU 723
Survey of the psychological, social, and cultural dimensions of disability with a focus on implications of social construction of disability for the adjustment of persons with disabilities in educational, rehabilitation, and community settings.

DSP 724 **Representation of Ability and Disability** 3 IR
Crosslisted with: CFE 723
Constructions, meanings, and markers of ability/disability. How representation relates to educational research and practice.

DSP 775 **Gender, Sexuality, and Disability** 3 O
Crosslisted with: CFE 775
Interdisciplinary course, explores points of contact and conflict between feminist theory and disability studies. Embodiment, representation, and voice explored from a variety of disciplines and genres.

DSP 776 **Gender, Education & Culture** 3 IR
Crosslisted with: CFE 776, WGS 776
How gender is culturally constructed in American society with particular reference to education broadly conceived; how race and social class influence gender analysis.

DSP 930 **Sociology and Anthropology of Education: Seminar in Special Topics** 3 Y
Crosslisted with: CFE 930
Dialogue between students of education and those of sociology, anthropology, and related fields on issues of mutual interest. Evaluation of potential contributions of various fields to the solution or clarification of these issues. R

Education (General)

EDU 500 **Selected Topics 1-3 IR**
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

EDU 508 **Student Teaching 2-15 S**
Supervised teaching experience in pre-kindergarten through twelfth grade settings, with required seminars and conferences. Matriculated teacher preparation students only. Repeated as program requires. Variable length experiences earn V-grade until complete, leading to P or F grade. Prerequisites and credits vary by program. Offerings may vary each semester. R

EDU 535 **Quality Infant Care Giving 2-3 SS**
Crosslisted with: CFS 535
Workshop. Research theories and demonstrations of infant/toddler care, development, and assessment; group care, legal and budgeting issues, and work with parents.

EDU 600 **Selected Topics 1-3**
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

EDU 601 **Methods and Practice in Teaching Art** 3 Y
Double Numbered with: EDU 301
Learning and teaching styles, instructional techniques, classroom and behavior management; development of independent thinking, making relevant judgments, effective communication through visual language. Includes teaching art workshops for young people.

EDU 602 **Methods and Curriculum in Teaching Art** 3 Y
Double Numbered with: EDU 302
Teaching strategies; planning lessons, units, and curricula for various age levels, special populations. Multicultural and interdisciplinary perspectives; assessment techniques; values and ethics; educational policy. Includes teaching art workshops for young people. For students in the art education program only.

EDU 603 **Introduction to Qualitative Research** 3 S
Crosslisted with: SOC 614, WGS 614
Developing and using qualitative methods used by sociologists to conduct research. Underlying assumptions and limitations.

EDU 604 **World Music and the Interdisciplinary Curriculum** 3 SS
Crosslisted with: MUE 604
Examination of historical and social perspectives of world music in diverse cultural contexts. Strategies for teachers to develop and facilitate interdisciplinary curricula through examination of materials and resources featuring music from around the world.

EDU 605 **Understanding Teaching in a Diverse Society** 3 Y
Changing roles and responsibilities of teachers in U.S. public schools. Assumptions teachers bring to the classroom, teacher work life, professional voice, organizational structure, collaborative relationships. Twenty-five hours' field experience minimum. No more than one of EDU 203, 207, 605 or EED 606 may be taken for credit.

EDU 607 **Principles of Learning in Inclusive Classrooms** 3 Y
Understanding learning, learner similarities and differences in diverse populations; schools and classrooms as complex learning settings; teacher decision-making based on classroom observations, student assessment, theory, and situation analysis. No more than one of EDU 607 and EED 604 may be taken for credit.

EDU 610 **The American School** 3 S
Double Numbered with: EDU 310
Issues that impinge on teachers, teaching, and schools in today's society. May not be repeated for credit.

EDU 611 **Assessment in Music Education** 1 Y
Crosslisted with: MUE 611
Examines a diverse selection of assessment methods for student learning within music education settings. Strategies for future instruction planning; instructional adaptations based on data gathered through teacher-created assessment tools.

EDU 614 **Developing Writing Competence: the Composing Process** 3 Y
For elementary and secondary teachers. Prewriting and postwriting elements of the composing process. Modes of discourse, developmental indices, and the relationship between written and oral language.

EDU 615 **Linguistics for Teachers of English Language Learners** 3 IR
Crosslisted with: ELL 615
Classroom-oriented applications of linguistic concepts for effective teaching of English language learners, including: Phonology, morphology, syntax, semantics, pragmatics. Sociolinguistic, psycholinguistic, and cognitive-science principles included pertaining to teaching and learning of second languages.

EDU 616 **Understanding Educational Research** 3 Y
Crosslisted with: HED 616
For master's degree and beginning doctoral students who have had little, if any, exposure to research methods. Quantitative and qualitative methods are studied in the context of education.

EDU 621 **Behavior Techniques in Music Education** 3 Y
Double Numbered with: EDU 421
Behavior techniques in classroom and rehearsal situations. Development of music task-analysis skills and reinforcement techniques. Learning goals in music for children of different ages and abilities.

EDU 647 **Statistical Thinking and Applications** 3 S
The fundamental concepts, basic techniques, and logic of quantitative analysis in education and social science. Introductory inferential statistical methods covered include chi-square, t-test; basic ANOVA, correlation and multiple correlation.

EDU 655 **Education Tests and Measurements** 3 Y
Basic theory under-lying construction, evaluation, and use of educational tests. Construction and evaluation of achievement tests. Guided practice in test construction and test score analysis.

EDU 660 **Field Workshop 3-6 SI**
For elementary- and secondary-school administrators and teachers to work in their own schools toward improvement of their programs. Staff members available to give continual or periodic direction and consultation. Further information may be obtained from the Extended Campus Office, Syracuse University, Huntington Hall, Syracuse NY 13244. R

EDU 664 Creating Safe and Peaceful Schools 3 SS

Focus on building caring, secure, and nurturing learning communities and creating classroom and school climates that encourage student focus, productivity, and cooperation. Positive approaches for supporting individual students and helping them to manage conflict (e.g., self-determination, peer mediation).

EDU 700 Special Topics in Education 1-6 IR

Special topics of current interest in the field of professional education for depth study by graduate students. R

EDU 725 Current Research on Teaching 3 IR

Crosslisted with: EDA 725
Political, historical, and methodological aspects of elementary and secondary schools. Skills in analysis, synthesis, and criticism developed.

EDU 727 Curriculum Studies 3 IR

Crosslisted with: EDA 727
Curriculum decision making as a function of the school's role in society. Theory and research in human growth and learning. Models of organization and instruction.

EDU 737 Quantitative Research Design 3 E

Seminar addresses key issues, strengths, and limitations of various quantitative research designs, and integrates design with theory, sampling, measurement, and statistical analysis, using examples from the research literature in students' program areas. PREREQ: EDU 647.

EDU 748 Theory and Practice in Mentoring Teachers 3 IR

Crosslisted with: EDA 748
Concepts and practices in mentoring among teachers. Induction programs at the state and local levels. Programs as part of professional development. Qualities and skills of mentors.

EDU 760 Workshop in Education 1-6 SI

For teachers, administrators, and other school personnel to work on campus toward solution of specific problems in elementary and secondary education in their schools. Each workshop has a core or central theme. Parallel to EDU 660. R

EDU 781 The Institutions and Processes of Education I 3 Y

Comprehensive study of learning and learners, the institutions of education, the public's interest in education from the perspectives of political economy, sociology, psychology, history, and philosophy. Uses of data in judgment.

EDU 791 Advanced Seminar in Quantitative Research Methods I 3 Y

Reviews, integrates and extends concepts and techniques from introductory statistics and research design. Focuses on intermediate-level statistical techniques including AVOVA, multiple regression, discriminant analysis, and path analysis. Training in SPSS using extant data sets. Student must have completed a graduate course in statistics.

EDU 800 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

EDU 810 Advanced Seminar in Qualitative Research I 3 Y

Crosslisted with: SOC 811, WGS 812
Expand fieldwork skills and increase theoretical understanding; emphasis on "thinking qualitatively;" intensive fieldwork. PREREQ: EDU 603/SOC 614.

EDU 815 Advanced Seminar in Qualitative Research II 3 Y

Crosslisted with: SOC 812
Applications to issues of special education and related educational or human service settings. PREREQ: EDU 810.

EDU 820 Program Development in Teacher Education 3 IR

Theoretical models, experimental programs. Historical perspective on recent innovative movements. Development in local pre-service/in-service program.

EDU 822 Assessment of Teaching 3 IR

Crosslisted with: EDA 822
Issues and concepts in assessment of teaching and teachers. Skill and experience developed from political, psychological, and sociological perspectives.

EDU 824 Practices, Problems, and Prospects in the Field of Teacher Education 3 IR

Continuum of practices: recruitment preparation, induction, continuing professional development. Developing a frame of reference regarding teacher education.

EDU 833 Critical Curriculum Theory 3 SI

Crosslisted with: CFE 833
Radical traditions in curriculum theory in the Americas and Europe. Critical, radical, and progressive approaches concerned with issues of power, language access, justice, and equity. Critical theorists, feminists, multiculturalists, culturally relevant pedagogues, and post-structuralists.

EDU 841 The Nature and Design of Inquiry 3 O

Crosslisted with: IDE 841
Overview of social, academic, and psychological aspects, including fundamental mental abilities of inquiry. Introduction to full range of quantitative and qualitative inquiry strategies and practice in research topic identification, problem formation, and study design.

EDU 886 Multivariate Research Methods 3 E

Crosslisted with: COU 886
Discussion and critique of multivariate research methods, designs, and strategies as applied in contemporary educational research. Practical applications in multivariate research design, implementation, and interpretation of data.

EDU 910 Current Scholarship in Teaching and Leadership 3 Y

Seminar in current scholarly work of teaching and leadership faculty. Topics, interests, research. Methods and approaches. Forms of publication and exhibition. Matriculation at doctoral level. R1, 6 credits maximum

EDU 970 Experience Credit 1-6 S

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

EDU 990 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

EDU 991 Problems in Educational Research 1-6 SI

For qualified students who wish to pursue individual problems under faculty direction, particularly problems in those fields not served by a special research course.

EDU 997 Thesis 1-6 S

R

EDU 999 Dissertation 1-15 S

R

Education Leadership

EDA 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

EDA 641 Techniques in Educational Evaluation 3 Y

Crosslisted with: IDE 641
Applied, programmatic techniques for evaluating educational/training programs and projects. Units focus on planning, client relations, problem analysis, data collection and analysis, reporting, evaluation management, and ethics.

EDA 700 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

EDA 712 Leadership for Diverse Learners and Communities 3 Y

Conceptual overview of leadership in education and other contexts. Tacit conceptions and current approaches in light of theoretical and research bases for practice. Educational Leadership core. Introduction to the roles and challenges of leaders in public education. Themes include integration of theory and practice, serving diverse student populations, and developing school visions, collaborative cultures, and ethical platforms. Permission of instructor.

EDA 722 Curriculum and instructional leadership for Equity and Excellence 3 Y
Explores issues and trends affecting curriculum and instructional practices in American schools, and the roles and skills of school leaders in promoting culturally responsive pedagogy, equity and high levels of achievement for all learners.
PREREQ: EDA 712.

EDA 725 Current Research on Teaching 3 IR
Crosslisted with: EDU 725
Political, historical, and methodological aspects of elementary and secondary schools. Skills in analysis, synthesis, and criticism developed.

EDA 727 Curriculum Studies 3 IR
Crosslisted with: EDU 727
Curriculum decision making as a function of the school's role in society. Theory and research in human growth and learning. Models of organization and instruction.

EDA 732 Leadership for Adult Development 3 Y
Roles of educational leaders in the professional development and supervision of adults in school systems, pre-kindergarten through 12th grade. Educational Leadership core.
PREREQ: EDA 712.

EDA 735 Human Resource Management in Public Education 3 IR
Strategic implications, technical functions, and emerging issues in human resources management, including collective bargaining, in public education. Impact of human resource management policies and practices on educational quality.

EDA 741 Concepts and Issues in Educational Evaluation 3 Y
Crosslisted with: IDE 741
Major theoretical approaches to evaluation of educational products, personnel, projects, programs and policies are reviewed, analyzed, and critiqued. Pragmatic implications for educational and social policy, as well as evaluation practice are highlighted.

EDA 742 Leadership for Literacy Development 3 O
Explores issues and trends affecting curriculum and instructional practices in American schools, and the roles and skills of school leaders in promoting culturally responsive pedagogy, equity and high levels of achievement for all learners.
PREREQ: EDA 712.

EDA 743 Cost-Effectiveness in Instruction and Training 3 O
Crosslisted with: IDE 743
Planning, evaluation, program cost analysis, and decision making in education and training contexts. Defining and determining program effectiveness, linking cost and effectiveness, and case studies.

EDA 748 Theory and Practice in Mentoring Teachers 3 IR
Crosslisted with: EDU 748
Concepts and practices in mentoring among teachers. Induction programs at the state and local levels. Programs as part of professional development. Qualities and skills of mentors.

EDA 752 Leadership for Organizational and Institutional Development 3 Y
Roles of educational leaders in developing structures and processes promoting learning. Theoretical and research bases of educational organization practices. Educational Leadership core. Addresses the roles of school leaders in developing, maintaining, and improving school structures and processes that support the continuous learning of all children and adults, including relationships with families and schools' various external constituencies.
PREREQ: EDA 712.

EDA 754 Information Management in Schools 3 Y
Crosslisted with: IDE 754, IST 661
Management of media centers. Information flow in school environment, analysis of curriculum, problem solving, management principles, development of information services for students, teachers, and administrators.

EDA 761 Strategies in Educational Project Management 3 Y
Crosslisted with: IDE 761
Management tactics, skills, and procedures in planning and administering educational projects.

EDA 762 Leadership for Inclusive Schooling 3 Y
Addresses the roles of school leaders in developing and managing systems that provide effective and inclusive education to students with diverse needs, including students with disabilities, English language learners, and students facing other learning challenges
PREREQ: EDA 712.

EDA 764 Planned Change and Innovation 3 E
Crosslisted with: IDE 764
Social change in education, models of the change process, diffusion and implementation strategies. Case study analyses in schools and higher education and other organizational settings.

EDA 766 Processes of Organizational Change in Education 3 IR
Social-psychological processes in organizational structure, functioning, and change. Change processes as they affect the interaction of subsystems within an organization.

EDA 772 Issues and Practices in Building Leadership 3 Y
Exploration of the functions of school principals, focusing on how they can balance different roles and promote high expectations and respect for all students, collaboration among staff and families, and effective management of resources.
PREREQ: EDA 712.

EDA 780 Workshop in Educational Administration 1-3 IR
R

EDA 782 Issues and Practices in District Leadership 3 Y
Exploration of the roles of school superintendents and other district leaders, focusing on how they oversee various technical functions, mediate relationships with external authorities and constituencies, and provide needed support for teaching and learning.
PREREQ: EDA 712.

EDA 792 Legal Basis of Education 3 Y
School law as set forth in the common law, state and federal constitutions, statutes, judicial decisions, and the rules and regulations of state departments and local units of administration.

EDA 800 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

EDA 822 Assessment of Teaching 3 IR
Crosslisted with: EDU 822
Issues and concepts in assessment of teaching and teachers. Skill and experience developed from political, psychological, and sociological perspectives.

EDA 890 Seminar in Educational Administration 3 IR
Theory in educational administration or case studies in educational administration, as announced for a given semester. Enrollment limited to students with previous training in administration. R1, 6 credits maximum

EDA 898 Internship in School District Business Leader 1-4 Y
Provides candidates for School Business Leader certification with practical experience working in the business office of a school district under the supervision of a school business official. Student must have completed nine School District Business Leadership courses. R1, 4 credits maximum

EDA 899 Internship in Educational Administration and Supervision 3-4 S
Practical administrative experience in an actual school situation under direction of an administrator and a professor of educational administration. R1, 4 credits maximum

Elementary Education

EED 547 Childrens Literature 3 Y
History of literature for children; selection of books for children of different age groups. Methods of stimulating interest in literature. Use of literature as part of reading program.

EED 601 Strategies for Inclusive Education I 2 SS
Developing a classroom community, responding to diversity issues, and strategies for promoting cooperative, interactive education. Admission to the M.S./childhood education (1-6) preparation program.

EED 618 Adapting Instruction for Diverse Student Needs 3 Y

Crosslisted with: SED 609

Methods and materials to ensure that diverse student needs are met in classrooms. Focus on individual differences in learning, behavior, physical abilities, and emotional characteristics. Other differences will also be considered (e.g., race, gender). Admission to a teacher preparation program.

EED 621 Elementary Mathematics methods and Curriculum I 2 SS

Integration of theory, research, and practice in teaching and learning of mathematics. Examination of programs' scope, sequence, and materials. Design and evaluate inclusive lessons and units including differentiated instruction and adaptations. For Childhood Preparation program students only.

EED 622 Elementary Mathematics Methods and Curriculum II 1 Y

A continuation of EED 621. Integration of theory, research, and practice in teaching and learning of mathematics. Examination of programs' scope, sequence, and materials. Design and evaluate inclusive lessons and units including differentiated instruction and adaptations.

EED 624 Elementary Language Arts Methods and Curriculum 3 Y

Design, implementation, and evaluation of programs for learners with and without handicaps. Relationships among the language arts and the role of oral and written language in personal, educational, social, and vocational development. Field experience. Student must be admitted to first professional block.

EED 625 Elementary Reading Methods and Curriculum 3 Y

Decision making processes related to methods and materials used during reading instruction. Formulation of lesson plans, teaching, evaluation for children with and without handicaps. Understanding of comprehension processes. Field experience teaching. Students must be admitted to first professional block.

EED 626 Elementary Social Studies Methods and Curriculum 3 Y

Double Numbered with: EED 336
Formulation and teaching of thematic unit plans to children with and without disabilities. Incorporates children's multicultural literature, inquiry-based curriculum materials, primary source documents, and activity-based instruction. Decisions based on concepts and values.

EED 627 Elementary Science Methods and Curriculum 3 Y

Double Numbered with: EED 337
Formulation and teaching of unit plans to children with and without handicaps. Decisions based on concepts and thinking skills. Reviews of curriculum materials and student-centered activities. Fostering inquiry.

EED 632 Teaching Number Ideas, K-6 3 SI

Crosslisted with: MTD 632; Double Numbered with: EED 432

Numeration, operations, number theory, and rational number concepts and processes as foundational components of the elementary mathematics curriculum. Development of instructional methods and curriculum. Research on learning and teaching mathematics. Additional work required of graduate students.

EED 633 Teaching Geometry and Measurement, K-6 3 SI

Crosslisted with: MTD 633; Double Numbered with: EED 433

Geometry and measurement concepts and processes as foundational components of the elementary mathematics curriculum. Development of instructional methods and curriculum. Additional work required of graduate students.

EED 636 Assessing Mathematical Understanding 3 SI

Crosslisted with: MTD 636, SED 636

Background and perspectives on assessment and mathematical understanding. Methods of assessment and issues of implementation. Development of assessment plan.

EED 640 Participation in the Professional Development School 0-1 S

Crosslisted with: SED 640; Double Numbered with: EED 340

Individual involvement in research, discussion and decision making with teachers, university faculty, and colleagues who are members of the Professional Development School Cadres and Academies. Permission of instructor. R5, 2 credits maximum

EED 654 Teaching Mathematics, Science and Social Studies in Early Childhood Special Education 3 SS

Basic concepts and strategies for teaching mathematics, science, and social studies to preschool and primary age (K-2) children.

EED 655 Methods and Materials in Early Childhood Education 3 SS

Curriculum and instruction based on knowledge of child growth and development in ages 3 through 8. Teaching children with and without handicaps. Resources and techniques.

Health And Physical Education

HEA 685 Worksite Health Promotion 3 IR

Double Numbered with: HEA 485
Principles and applications of health promotion in the workplace.

Higher Education

HED 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HED 601 Graduate Interest Group Seminar 0-3 Y

Linking seminar for the learning community in the Higher Education master's program. Provides orientation to graduate school and the department, socialization with peers and faculty, and integration of coursework.

HED 605 The American College and University 3 Y

Contemporary American higher education - objectives, institutions, faculties, curriculum, organization and administration, relations with society; major historical influences and current practices. Basic course for students planning further study in higher education.

HED 611 Laboratory in Learning Communities 3 Y

Hands-on experience that requires students to examine the purpose, research, and diverse organizational structures of interdisciplinary learning communities at local, regional, and national levels.

HED 616 Understanding Educational Research 3 Y

Crosslisted with: EDU 616

For master's degree and beginning doctoral students who have had little, if any, exposure to research methods. Quantitative and qualitative methods are studied in the context of education.

HED 621 Principles and Practices of Student Affairs Administration 3 Y

Historical, developmental, and philosophical bases of Student Affairs administration. Organization, development, administration of college and university programs that fall under the jurisdiction of student affairs. Roles and responsibilities of student affairs officers.

HED 664 Administrative Principles and Practiced for Higher Education 3 Y

Theories of leadership; models of personnel selection, motivation, and evaluation; staff problems, job stress, and burnout.

HED 700 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HED 712 Research on the College Student 3 Y

Identifies issues research has addressed; helps students locate data sources and instruments for use in future studies. Theories of student development applicable to research on college students.

HED 715 Public Policy and Higher Education 3 IR

Effects of public policy on the functioning of institutions. Applies models of decision making processes to real and hypothetical issues.

HED 721 College Student Development 3 Y

Principles and practices that inform the nature, purpose, development and implementation of co-academic outside the classroom learning experiences of college students. The educational role of student affairs officers.

HED 730 Internship in Higher Education 1-6 S

Supervised field experiences and related seminar. For matriculated graduate students who are considering an administrative position in a higher education setting. Permission of instructor. R2, 9 credits maximum

HED 741 The Academic Program 3 E

Historical and philosophical forces that shaped curriculum in higher education; current practices and policies of the curriculum; factors influencing development and implementation of academic programs.

HED 755 Legal Issues in Higher Education 3 Y

Legal issues arising from the relationship between higher education institutions and their governing boards, administrators, faculty, students, and governmental bodies.

HED 761 Organization and Administration in Higher Education 3 O

Organizational structure of colleges and universities. Models of organizational functioning, adaptation, decline, governance, and culture. Leadership in colleges and universities.

HED 820 Doctoral Seminar in Higher Education 3 IR

Specific topic in the theory and/or practice of higher education. Course topics will vary. R1, 6 credits maximum

HED 831 Advanced College Student Development 3 IR

Builds upon students' current knowledge and deepens their understanding of how college students develop and learn. Critically examines the inclusivity and applicability of various theoretical perspectives.

HED 849 Seminar in College Instruction 3-6 IR

Readings and discussions of teaching and learning theories, observations of exemplary college instructors, design of courses and syllabi.

Instructional Design, Development, And Evaluation**IDE 552 Digital Media Production 3 S**

Use multimedia computers to create interactive presentations and web pages. Includes introduction and instruction on current state of the art tools, including graphics, video editing, and internet web design.

IDE 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

IDE 611 Technologies for Instructional Settings 3 Y

Students gain knowledge, skills and experiences with a variety of information and communication technologies relevant to educational contexts, create instructional materials and resources, and examine critical issues related to information technologies used in instructional settings. May not receive degree credit for both IDE 611 and IST/IDE 613.

IDE 621 Principles of Instruction and Learning 3 Y

Factors affecting human learning, youth through adult, with implications for the design and management of instruction.

IDE 631 Instructional Design and Development I 3 Y

Major aspects of instructional design and development emphasizing learning outcomes, instructional objective, and strategies in the context of theory and practice. Emphasis on knowledge and skills required to create instructional design rationale.

IDE 632 Instructional Design and Development II 3 Y

A continuation of IDE 631. Instructional design and development theory and practice. The knowledge and skills required to select, revise, and apply instructional development models.

IDE 641 Techniques in Educational Evaluation 3 Y

Crosslisted with: EDA 641
Applied, programmatic techniques for evaluating educational/training programs and projects. Units focus on planning, client relations, problem analysis, data collection and analysis, reporting, evaluation management, and ethics.

IDE 651 Message Design for Digital Media 3 Y

Combines message design theory with basic technology skills development to create technology-based or enhanced instructional materials.

IDE 652 Assistive Technologies for Integrating Students with Special Needs 3 Y

Crosslisted with: SPE 652
Development of integrative technologies and strategies that can be functional in both educational and work environment. Support and adaptation for individuals with physical, educational, and language challenges.

IDE 656 Computers as Critical Thinking Tools 3 Y

Double Numbered with: IDE 456
Integrating computer technology applications into instruction to promote critical thinking in learners. Multiple software tools are explored and instructional applications developed. Additional work required of graduate students. Permission of instructor for graduates and undergraduates without prerequisites.
PREREQ: IDE 621, 631.

IDE 660 Topics in Program Management and Human Performance Technology 3 SI

As the discipline related to project management, performance engineering, and human performance technology continues to evolve, ongoing consideration of new theories, maturing conceptual models, and clarified procedures will be required.

IDE 680 Internship and Fieldwork in Educational Technology 1-9 SI

Designed to provide students with practical experience in the application of technology to education in school and business settings. Cooperative work coordinated by the instructor with a site supervisor is required. R

IDE 681 Instructional Technology K-12 Practicum and Seminar 4 Y

Design, development, implementation and evaluation of technology enhanced instruction, in K-12 district, building, and classroom setting. Minimum of 50 hours, spanning two semesters. Approved proposal required before enrolling. Must have completed 21 program credits.

IDE 690 Independent Study 1-6 S

Students who have not completed comprehensive examination may study a specific topic, under contract with a supervisor. R

IDE 700 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

IDE 712 Analysis for Human Performance Technology Decisions 3 Y

Addresses analytical techniques used to determine educational or training program solutions. Participants examine human behavior and the role that instruction can have in changing behavior on the job and in society.
PREREQ: IDE 621.

IDE 716 Capstone Practicum in Instructional Design, Development and Evaluation 3 Y

Application of skills in problem analysis and definition, learner and situation analysis, specification of objectives and assessment criteria, instructional strategies selection, prototyping and implementation, and evaluation planning. Implementation of solution to student-selected problem required.
PREREQ: IDE 632, 761, 712, 641.

IDE 735 Modeling and Simulations in Education 3 SS

Modeling and simulations for instructional purposes; analysis of appropriate kinds of modeling and simulation activities to support different learning outcomes. Demonstration and discussion of modeling and simulation tools.

IDE 736 Motivation in Learning and Instruction 3 SS

Theories of motivation relevant to the design, development, implementation, and evaluation of instructional systems. Learning and performance environments are reviewed, analyzed, and applied. Methods to make instructional processes personally relevant and meaningful.
PREREQ: IDE 631, 632.

IDE 737 Advanced Instructional Design 3 Y

Instructional design models useful in planning instruction for complex domains. Discussion and critique of readings by leading instructional design researchers. Develop skill using an instructional design model and understanding of issues confronting instructional design researchers.
PREREQ: IDE 631, 632.

IDE 741 Concepts and Issues in Educational Evaluation 3 Y

Crosslisted with: EDA 741
Major theoretical approaches to evaluation of educational products, personnel, projects, programs and policies are reviewed, analyzed, and critiqued. Pragmatic implications for educational and social policy, as well as evaluation practice are highlighted.

IDE 742 Introduction to Survey Research 3 Y

Provides knowledge and skills in basic survey design, sampling, instrument construction, data collection, and ethics of questionnaire and interview surveying.

IDE 743 Cost-Effectiveness in Instruction and Training 3 IR

Crosslisted with: EDA 743
Planning, evaluation, program cost analysis, and decision making in education and training contexts. Defining and determining program effectiveness, linking cost and effectiveness, and case studies.

IDE 754 Information Management in Schools 3 Y

Crosslisted with: EDA 754, IST 661
Management of media centers. Information flow in school environment, analysis of curriculum, problem solving, management principles, development of information services for students, teachers, and administrators.

IDE 755 Design and Development of Computer-based Instruction 3 O

Cross-sectional view of instructional uses of computers in education, business, military, and health-related contexts. Focus on development of computer-based instruction, drawing upon the instructional development process and learning theory.

IDE 756 Design and Management of Distance Education 3 SS

Organization, development, and delivery of distance education programs with emphasis on adult and higher education. Separate consideration is given to the student, course, logistic, and management subsystems.
PREREQ: IDE 621, 631.

IDE 761 Strategies in Educational Project Management 3 Y

Crosslisted with: EDA 761
Management tactics, skills, and procedures in planning and administering educational projects.

IDE 762 Performance Improvement: Promise and Practice 3 SS

Theories and techniques for solving training problems and designing training programs in business, industry, and other performance-oriented organizations. Specific issues and techniques for developing and implementing training programs.
PREREQ: IDE 712.

IDE 764 Planned Change and Innovation 3 E

Crosslisted with: EDA 764
Social change in education, models of the change process, diffusion and implementation strategies. Case study analyses in schools and higher education and other organizational settings.

IDE 771 Methods and Techniques for Teaching and Training Adults 3 Y

Philosophy, research, and practice in teaching/training adults. Workshop provides opportunities to improve up-front delivery style and to try out different instructional methods, techniques, and strategies.

IDE 800 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

IDE 830 Doctoral Seminar in Design and Development 3 E

As new technologies emerge, new instructional design research and practice issues arise. Advanced seminar investigating and discussing models and research topics in the area of instructional design and development.
PREREQ: IDE 621, 631, 632, 641, 712.

IDE 831 Knowledge Management in Instructional Design 3 E

Knowledge management systems. Design, development, and implications of learning and performance solutions that integrate knowledge management systems technology. Demonstration of knowledge management technologies. Project-centered.
PREREQ: IDE 712, 651, 632.

IDE 841 The Nature and Design of Inquiry 3 O

Crosslisted with: EDU 841
Overview of social, academic, and psychological aspects, including fundamental mental abilities of inquiry. Introduction to full range of quantitative and qualitative inquiry strategies and practice in research topic identification, problem formation, and study design.

IDE 843 Dissertation Research Seminar 3 E

Advanced discussion of problem formation, literature review, study design, and professional context of instructional research; support in preparation of dissertation research proposal.

IDE 850 Advanced Studies in Instructional Design and Emerging Technologies 3 O

Develop advanced knowledge in several emerging education technologies; communicate and defend understanding of technologies' role in education.
PREREQ: IDE 621, 631, 632. R1, 6 credits maximum

IDE 853 Educational Media Theory and Research 3 E

Media-research programs, trends, and findings. Current theoretical and conceptual approaches in media and related research. Optional modules in reviews of related literature in specific media-research areas.

IDE 872 Educational Technology in International Settings 3 O

Issues arising in application of instructional principles, strategies, and processes in international settings. Impact of educational technology on developing nations, issues and challenges in designing multicultural learning, and social aspects of instructional design, development, evaluation.

IDE 980 Internship and Fieldwork in Instructional Technology 1-9 S

Practical experience in administration of instructional technology programs. Cooperative work under the direction of a supervisor and faculty advisor. Involvement in all aspects of the school's instructional-technology program. R

IDE 990 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

Mathematics Education

MTD 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester R

MTD 630 Internship in Mathematics Education 1-3 SI

Graduate students work with mathematics education faculty in teaching courses, developing curricula, assessing student understanding, understanding student beliefs. R

MTD 632 Teaching Number Ideas, K-6 3 SI

Crosslisted with: EED 632; Double Numbered with: MTD 432
Numeration, operations, number theory, and rational number concepts and processes as foundational components of the elementary mathematics curriculum. Development of instructional methods and curriculum. Research on learning and teaching mathematics. Additional work required of graduate students.

MTD 633 Teaching Geometry and Measurement, K-6 3 SI

Crosslisted with: EED 633; Double Numbered with: MTD 433

Geometry and measurement concepts and processes as foundational components of the elementary mathematics curriculum. Development of instructional methods and curriculum. Additional work required of graduate students.

MTD 634 Teaching and Learning Functions 3 E

Crosslisted with: SED 634; Double Numbered with: MTD 434

Functions as an organizing theme for mathematics education, 5-14. Theoretical development of the function concept and multiple representations. Applications throughout algebra with applications to geometry and probability. Use of software and data collection equipment. Additional work required of graduate students.

MTD 636 Assessing Mathematical Understanding 3 SI

Crosslisted with: EED 636, SED 636
Background and perspectives on assessment and mathematical understanding. Methods of assessment and issues of implementation. Development of assessment plan.

MTD 637 Teaching and Learning Geometry 3 O

Crosslisted with: SED 637; Double Numbered with: MTD 437

Geometric thinking as an organizing theme for mathematics education, 5-14. Theoretical development of geometric concepts and notion of proof. Applications and connections of geometry throughout the curriculum. Use of geometry software. Additional work required of graduate students.

MTD 735 Learning Theories in Mathematics Education 3 E

Examination of cognitive science, constructivism, social cognition, and other learning theories and their influence on how mathematics educators view the learning of mathematics.

MTD 800 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MTD 830 Research Seminar in Mathematics Education 0-3

Philosophical and theoretical readings and discussions about research issues in mathematics education. R5, 6 credits maximum

Music Education

MUE 510 Practicum in Children's Choir 1-3

Develop understanding, expertise, and practical experience working with a children's choir through score analysis, rehearsal observations, and conducting experiences. In-depth study of choral music appropriate for children's choirs of varying levels.

MUE 516 Technology in Music Education 3

Philosophical foundation for marching bands. Lecture/lab format promoting discussion and practical application of skills necessary to organize, administer, and implement the high school band program successfully.

MUE 518 Marching Band Techniques 2 Y

Philosophical foundation for marching bands. Lecture/lab format promoting discussion and practical application of skills necessary to organize, administer, and implement the high school band program successfully. Music education majors or permission of instructor.

MUE 520 Teaching of Classical Guitar 1-2

Laboratory in guitar, emphasizing performance techniques, care of instrument, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper division status or permission of instructor. Music majors only.

MUE 604 World Music and the Interdisciplinary Curriculum 3 SS

Crosslisted with: EDU 604
Examination of historical and social perspectives of world music in diverse cultural contexts. Strategies for teachers to develop and facilitate interdisciplinary curricula through examination of materials and resources featuring music from around the world.

MUE 610 Field Experience in Music Education 1-2 S

Double Numbered with: MUE 310
Orientation to school settings: organization, services, guidance, goals, evaluation. Observations and supervised teaching experiences in music at elementary/secondary levels. Experiences coordinated with music education courses in sophomore/junior years and graduate teacher preparation program. Additional work required of graduate students. R1, 2 credits maximum

MUE 611 Assessment in Music Education 1 Y

Crosslisted with: EDU 611
Examines a diverse selection of assessment methods for student learning within music education settings. Strategies for future instruction planning; instructional adaptations based on data gathered through teacher-created assessment tools.

MUE 614 General Music in the Inclusive Classroom 3

MUE 615 Introduction to Research in Music 3 Y

Methods and techniques. Literature and research studies. Bibliographical materials and application of appropriate writing styles. Open to all music majors; nonmusic majors may elect with permission of instructor.

MUE 616 Psychological and Sociological Aspects of Music 3 IR

Introduction to acoustics, the ear and hearing, musical systems, and psychosociophysiological processes involved in musical behavior. Open to all music majors; non-music majors with permission of instructor.

MUE 617 Jazz Ensemble Techniques 2
Double Numbered with: MUE 415

MUE 618 Current Problems in Music Education 3 Y

Major topics and problems. Current trends. Open to all music majors; nonmusic majors may elect with permission of instructor.

MUE 621 Teaching of Voice for Schools 1-2 Y

Double Numbered with: MUE 321
Laboratory in teaching voice, emphasizing performance techniques, care of vocal instrument, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 623 Teaching of Percussion Instruments 1-2 Y

Double Numbered with: MUE 423
Laboratory in percussion instruments, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 625 Teaching of String Instruments 1-2 Y

Double Numbered with: MUE 325
Laboratory in string instruments, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstrations of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 626 Teaching of Brass Instruments 1-2 Y

Double Numbered with: MUE 326
Laboratory in brass instruments, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor. R1, 4 credits maximum

MUE 627 Teaching of Woodwind Instruments I 1-2 Y

Double Numbered with: MUE 327
Laboratory in flute, clarinet, and saxophone, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 628 Teaching of Woodwind Instruments II 1-2 Y

Double Numbered with: MUE 328
Laboratory in oboe and bassoon, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 633 Music in the Elementary School 1-2 Y

Double Numbered with: MUE 333
Methods and materials for elementary school music programs. Laboratory experience in teaching songs, rhythms, music listening, sight reading, and the use of visual aids. Orff and Kodaly methods. Open only to music education majors. Prereq: Upper-division status or permission of instructor.

MUE 634 Methods and Materials in General Music 1-2 Y

Double Numbered with: MUE 334
Methods and resources for grades 6-12 in nonperformance music classes. History, theory, general music. The changing voice. Upper-division status or permission of instructor.

MUE 670 Experience Credit 1-6 SI

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing.

MUE 690 Independent Study 1-6 SI

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

MUE 700 Selected Topics 1-3 SI

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

MUE 711 Advanced Choral Teaching 3 SI

Problems of choral training and organization relevant to school groups. Choral literature in terms of teaching. Open to all music majors; nonmusic majors may elect with permission instructor.

MUE 712 Advanced Instrumental Teaching 3 SI

Problems of instrumental training and organization relevant to bands and orchestras in schools. Instrumental music literature in terms of teaching. Musical content and how to teach it. Open to all music majors; nonmusic majors may elect with permission of instructor.

MUE 715 Administration and Supervision in Music Education 3 IR

Aims and procedures in administration and supervision of school music programs. Scheduling. Evaluation and improvement of instruction. Budgets. Public relations. Research problems in planning and executing a modern program.

MUE 716 Curriculum Development in Music 3 IR

Instructional design in teaching music. Systematic processes in curriculum and course design, use and evaluation of objectives, selection and construction of instructional materials, and methods of curriculum evaluation. Open to all music majors; non-music majors may elect with permission of instructor.

MUE 731 Mngmt in Music Teaching 1-2 Y

Double Numbered with: MUE 431

MUE 735 Choral Rehearsal Techniques 2-3 Y

Double Numbered with: MUE 435
Principles and techniques of conducting and rehearsing choral groups. Music literature for typical choral group in schools.

MUE 737 Instrumental Rehearsal Techniques in Music Education 2-3 Y

Double Numbered with: MUE 437
Principles and techniques of conducting and rehearsing instrumental groups. Music literature for typical instrumental groups in schools.

MUE 770 Experience Credit 1-6 SI

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

MUE 970 Experience Credit 1-6 SI

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing.

MUE 990 Independent Study 1-6 SI

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

MUE 997 Master Thesis 1-6 S

Professional Physical Education

PPE 514 Exercise and Aging 3 IR

The influence of aging on physical performance and the consequences of exercise on the physiological processes associated with aging.
PREREQ: PPE 497.

PPE 515 Graded Exercise Testing and Interpretation 4 Y

The administration of standardized exercise tests for the evaluation of health and fitness status. Presentation of normal and abnormal physiological responses these tests. Lab includes administration of exercise tests and equipment use.
PREREQ: PPE 497.

PPE 516 Exercise Prescription: Health and Disease 3 IR

Exercise prescription for health and fitness in the apparently healthy and a variety of clinical populations.
PREREQ: PPE 497.

PPE 517 Pathophysiology 3 Y

Physiology of disease processes emphasizing metabolic, cardiovascular, and neuromuscular pathophysiology. Suggested for students pursuing careers in clinical exercise physiology.
PREREQ: BIO 216 AND BIO 217; PPE 497.

PPE 518 Cardiac Rehabilitation 3 IR

Exercise training and prescription for individuals with cardiovascular disease.
PREREQ: PPE 497.

PPE 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PPE 606 Current Literature in Exercise and Sport Science 1-3 Y

Current books, periodicals, and peer-reviewed articles. Literature review, library research, and research proposal preparation.

PPE 683 Scientific Principles of Conditioning 3-6 IR

Double Numbered with: PPE 483
Development of physical conditioning programs based on scientific principles.

PPE 685 Systemic Physiology and Exercise 3 Y

Immediate and chronic effects of exercise on the cardiovascular, respiratory, excretory, endocrine, and nervous systems. Laboratory experiences.

PPE 693 Research Methods in Exercise and Sport Science 3 Y

Quantitative research designs and analyses in exercise and sport sciences. Written and oral research report preparation and presentation.
PREREQ: PPE 606 AND EDU 647.

PPE 753 Cardiovascular Physiology 3 IR

The principles of cardiac function, blood flow, oxygen transport, and metabolism with emphasis given to the adaptations to acute and chronic exercise training.
PREREQ: PPE 685.

PPE 764 Internship in Exercise Science 3-6 S

Full-time experience in exercise science under the guidance of a professional and a faculty member. R2, 6 credits maximum

PPE 773 Exercise Endocrinology 3 Y

Integrates endocrine physiology and exercise on the endocrine system. Focus on the glands producing hormones, the target organs, mechanisms, and how both acute and chronic exercise impact hormone action.
PREREQ: PPE 685.

PPE 785 Energy, Metabolism and Exercise 3 Y

Probable causes for differences in muscle-fiber types in relationship to exercise. Total body metabolism during exercise.

PPE 795 Skeletal Muscle Physiology 3 Y

Emphasizing basic muscle microanatomy and physiology and advanced applied muscle physiology topics.

PREREQ: PPE 685.

Reading And Language Arts

RED 600 Selected Topics 1-3 Y

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

RED 601 Literacy Across the Life Span 3 Y

Methods, materials, and application of research to the teaching of literacy for diverse learners. Instructional and assessment approaches to support the acquisition and development oral and written literacy proficiency, preschool to adult. Graduate standing.

RED 602 Comprehending and Composing I 3 Y

Research-based concepts, instruction, materials, assessment, and programs for developing comprehension and composing in kindergarten through grade four. For literacy specialists and other educators interested in helping students develop English language arts skills in early elementary levels.

RED 603 Comprehending and Composing II 3 Y

Research-based concepts, instruction and materials, assessment, and programs for developing comprehension and composing in grades five through twelve. For subject-area teachers, literacy specialists, and other educators interested in adolescent literacy.

RED 607 Issues in Multicultural Literacy 3 Y

Application of major concepts, principles, theories, and research related to the nature and role of culture to constructing learning environments that support students' cultural identities, language and literacy development, and content-area achievement.

RED 625 Literacy Across the Curriculum 3-4 S

Double Numbered with: RED 326

Language acquisition and literacy development for diverse learners. Instructional approaches, materials, and assessment techniques to foster reading, writing, speaking, and listening for thinking and communicating. Includes minimum 25-hour field placement.

Adolescence and special subject preparation programs. Additional work required of graduate students.

RED 626 Early Intervention for Children's Reading Problems 3 S

Crosslisted with: SPE 627

Researchbased instruction for prevention and remediation of reading difficulties. Focus on preschool and early elementary children at risk for reading problems, as well as older elementary children labeled learning disabled, reading disabled, or dyslexic.

RED 629 Advanced Literacy Intervention 3 Y

Advanced research-based diagnostic assessment and intervention for learners with severe reading and writing disabilities. Includes 20-30 hours of practice in diagnosis and treatment. PREREQ: RED 626/SPE 627.

RED 700 Selected Topics 1-3 Y

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

RED 715 Language, Learning, and Literacy 3 IR

Seminar on relationships between oral and written language and learning; social influences on linguistic and cognitive development; socially interactive models of language learning and teaching.

RED 746 Perspectives on Literacy and Technology 3 Y

Exploration of the theoretical literature and research on the relationships between literacy and technology in various sociocultural contexts. Consideration of instructional frameworks, methods, and materials for technology-enhanced literacy instruction with diverse learners.

RED 747 Literacy Clinic 3-6 SS

Supervised practice and seminar in diagnosing and tutoring students who struggle with reading and writing. Includes a 30-hour practicum. PREREQ: RED 626 OR SPE 627, RED 629. R1, 6 credits maximum

RED 750 Practicum in Reading 3 IR

Development of reading programs in elementary and secondary schools. For training public school reading consultants. May be taken twice for credit. R1, 6 credits maximum

Rehabilitation Counselor Education

RCE 520 Orientation to Substances of Abuse 3

Crosslisted with: COU 575

Common substances of abuse. Origin, distribution and sale, use, methods of ingestion, effects, legitimate uses, and other features. Foundation course for other curricular offerings in substance-abuse counseling.

Science Education

SCE 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

SCE 613 Methods and Curriculum in Teaching Science 3 Y

Double Numbered with: SCE 413

Planning lessons, developing broad units, planning curricula for science 7-12. Prereq: Admission to secondary candidacy semester. COREQ: SED 609/409.

SCE 614 The Nature of Science in Science Education 3 SS

Historical, philosophical, psychological, and sociological aspects of science as they pertain to lesson planning, curriculum development, and instruction in 7-12 science classrooms. Literature reviews, guest seminars, and collaborative team projects. Completion of the secondary education candidacy semester, or permission of instructor.

SCE 718 Curriculum Problems in Science 3 Y

For elementary and junior and senior high school teachers who wish to work on problems from their own classrooms. Instruction primarily on an individual basis. Students may build new units of work, outline science courses and sequences, or enrich existing courses.

SCE 737 Methods and Materials in Teaching the Physical Sciences 3 IR

Teaching physical sciences in secondary schools. Demonstrations, laboratory techniques, and experiments. Audiovisual devices in physical sciences.

SCE 747 Methods and Materials in Teaching the Biological Sciences 3 IR

High school instruction in biological sciences. Demonstrations, laboratory experiences, teaching methods in various areas of high school biological science. Caring for living things in the classroom. Field trip development and audio-visual aids in biological sciences.

SCE 750 Seminar in the Physical and Biological Sciences for Teachers 1-3 IR

Recent advances in astronomy, chemistry, geology, plant sciences, physics, and zoology and their implications for teaching of science in elementary and secondary schools. R

SCE 757 Methods and Materials in Teaching the Earth Sciences 3 IR

Secondary school instruction in earth sciences. Laboratory techniques, field methods, analysis of three-dimensional problems. Interpretation of data. Special methods of the Earth Science Curriculum Project. Seminar, laboratory, field trips. PREREQ: EAR 101, 102.

SCE 767 Methods and Materials in Teaching Junior High School (Middle School) Science 4 IR

Structure and content of junior high school science curricula based on lectures, discussions, laboratory experiences, and field work consisting of observation and teaching the junior high curricula.

SCE 770 Workshop in Science Education 3-6 SI

For experienced science teachers who wish to study present day problems in science education and work on specific curriculum problems that exist in their schools. R

SCE 789 Seminar in Science Education Research 3 E

Scholarly literature in science education. Major problems in science education and their relevance to practice.

Secondary Education

SED 522 Study of Social Studies 3 Y

Culmination of the social studies sequence. Development of the field, persistent issues involved in content, organization, teaching methods, and teacher preparation. Nature of content as it influences instructional decisions.

SED 609 Adapting Instruction for Diverse Student Needs 3 S

Crosslisted with: EED 618; Double Numbered with: SED 409

Methods and materials to ensure that diverse student needs are met in classrooms. Focus on individual differences in learning, behavior, physical abilities, and emotional characteristics. Other differences will also be considered (e.g., race, gender). Admission to a teacher preparation program.

SED 611 Adolescent Literature 3 Y

Fiction, poetry, drama, and nonfiction that meet the emotional, intellectual and social needs and interests of young people in middle, junior high, and high schools. Personal reading as well as curriculum-related literature.

SED 613 Methods and Curriculum in Teaching 3 Y

Double Numbered with: SED 413
Lesson planning, developing broad units, planning curricula for specific grade levels and content areas under the guidance of major advisors in each teaching field.
COREQ: SED 609/409.

SED 615 Teacher Development 3 Y

Double Numbered with: SED 415
Analysis of teaching behavior and decision making, teaching alternatives and effectiveness. Classroom management, professional issues, personal teaching strengths. Issues related to student teaching, methods and curriculum.
COREQ: EDU 508.

SED 634 Teaching and Learning Functions 3 E

Crosslisted with: MTD 634; Double Numbered with: SED 434

Functions as an organizing theme for mathematics education, 5-14. Theoretical development of the function concept and multiple representations. Applications throughout algebra with applications to geometry and probability. Use of software and data collection equipment. Additional work required of graduate students.

SED 636 Assessing Mathematical Understanding 3 SI

Crosslisted with: EED 636, MTD 636
Background and perspectives on assessment and mathematical understanding. Methods of assessment and issues of implementation. Development of assessment plan.

SED 637 Teaching and Learning Geometry 3 O

Crosslisted with: MTD 637; Double Numbered with: SED 437
Geometric thinking as an organizing theme for mathematics education, 5-14. Theoretical development of geometric concepts and notion of proof. Applications and connections of geometry throughout the curriculum. Use of geometry software. Additional work required of graduate students.

SED 640 Participation in the Professional Development School 0-1 S

Crosslisted with: EED 640; Double Numbered with: SED 340
Individual involvement in research, discussion and decision making with teachers, university faculty, and colleagues who are members of the Professional Development School Cadres and Academies. Permission of instructor. R5, 2 credits maximum

Special Education

SPE 500 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

SPE 520 Methods and Curricula in Early Childhood Special Education 3 Y

Curricula, program design, and teaching methods for educating infants and young children with disabilities.

SPE 600 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

SPE 604 Community-Referenced Curriculum: Severe Disabilities 3 IR

Skills necessary to design, implement, and evaluate educational programs for individuals with severe disabilities.

SPE 608 Autism Spectrum and Inclusive Education 3 IR

Current topics in research and practice related to autism spectrum disorder and inclusive schooling. Topics such as lessons from autobiographical accounts, literacy and numeracy, sensory awareness, movement disorder.

SPE 609 Teaching Children and Adolescents with Autism 3 Y

Cognitive, social, and communication needs of children and adolescents with autism. Examines program development, behavioral management, and effective educational strategies for this population of students.

SPE 613 Developmental Therapy for Children with Disabilities 3 Y

Integrated occupational/ physical therapy interventions and curricular modifications for children with special needs, ages birth to 5 years, in collaboration with early childhood special education planning.

SPE 618 Augmentation of Communication in the Inclusive Classroom 3 Y

Supporting students who are users of augmentative and alternative communication in inclusive classrooms. Variety of communication approaches, systems, and devices. Academic, social, legal, and policy issues.

SPE 621 Sociology of Disability 3 IR

Crosslisted with: DSP 621
Sociological perspectives on disability treatment approaches, and social policy toward the disabled. Personal and public forms of stereotyping, prejudices, and discrimination.

SPE 623 Families of Students with Disabilities 3 Y

Critical, contemporary issues affecting children and youth with special needs and their families.

SPE 627 Early Intervention for Children's Reading Problems 3 S

Crosslisted with: RED 626
Researchbased instruction for prevention and remediation of reading difficulties. Focus on preschool and early elementary children at risk for reading problems, as well as older elementary children labeled learning disabled, reading disabled, or dyslexic.

SPE 633 The High-Risk Infant: Medical Treatment and Educational Interventions 3 SS

Major medical conditions of newborns, associated developmental delays and disabilities, and ethical issues of medical treatment in neonatal intensive care. Problems of preterm, full-term, and post-term infants. Current issues (e.g., substance abuse, HIV-AIDS).

SPE 634 Collaboration/Cooperation in Schools 3 Y

Formal specialized services and informal support networks that promote collaboration between teachers, administrators, therapists, paraprofessionals, students, families, and community members.

SPE 642 Special Education/Italy 6 IR

Crosslisted with: DSP 642
Italian legislation mandates including students with disabilities in neighborhood schools. United Nations observers cite Italy's schools as finest examples of inclusion worldwide. School observations: Rome, Florence, Parma. Dialogue with leaders and National Director of Education.

SPE 644 Significant Disabilities: Shifts in Paradigms and Practices 3 IR

Crosslisted with: DSP 644

Curriculum development, methods, materials, and instructional strategies, emphasizing inclusive settings. Discrimination encountered; history and experiences (e.g., eugenics, racial stereotypes, gender roles, and ideas of progress); perspective of those with significant disabilities.

SPE 649 Practicum in Significant Disabilities 1 IR

Field-based practicum with students with significant disabilities in inclusive settings. COREQ: SPE 644.

SPE 652 Assistive Technologies for Integrating Students with Special Needs 3 Y

Crosslisted with: IDE 652

Development of integrative technologies and strategies that can be functional in both educational and work environment. Support and adaptation for individuals with physical, educational, and language challenges.

SPE 653 Positive Approaches to Challenging Behaviors 3 SS

Approaches for supporting elementary children with challenging behaviors. Conflict resolution, peer mediation, prosocial behavior, skillstreaming, and cooperative learning.

SPE 688 Social Policy and Disability 3 Y

Crosslisted with: CFE 688, DSP 688

Trends and issues in the field and forces within society (political, economic, cultural, historical, and social) that affect people with disabilities.

SPE 705 Practicum in Psychoeducational Evaluation and Planning for Exceptional Children 3-6 Y

Working on a psychoeducational teaching laboratory team, students learn to evaluate and plan programs for youngsters with puzzling learning and/or behavioral difficulties using home and school observations, formal, informal, and curriculum-based assessment strategies.

SPE 706 Seminar in Early Childhood Special Education 3 Y

Key issues facing the field of early childhood special education. Medical and environmental influences on development, teen pregnancy, substance abuse, current legislation affecting programs, and new approaches to early intervention.

SPE 713 Facilitated Communication 3 IR

Facilitated communication, an alternative means of expression effective for many people who do not speak or whose speech is highly disordered. Background, candidacy criteria, method, research findings and theoretical basis.

SPE 724 Differentiating Instruction 4 Y

Multi-level curriculum, instruction, and assessment. Developing IEP's; addressing studentspecific needs; and incorporating therapies in the classroom. Focus on role of special educator. Minimum of 50 hours field experience is required. Admission to the inclusive special education (1-6) or (7-12) master's program or permission of instructor.

SPE 727 Perspectives on Learning Disabilities 3 IR

Historical and current theoretical perspectives. Research related to factors that interfere with learning and its implications for instruction. For students in learning disabilities, special education, communicative disorders, rehabilitation, reading, and psychology.

SPE 860 Proseminar in Inclusive Education 3 IR

Research approaches. Methods, conceptual processes for research design, and practice. How scholars frame research questions, incorporate values in research development, and interpret research findings. R1, 6 credits maximum

SPE 900 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

Faculty

Kal Alston, Professor

Ph.D., University of Chicago, 1989
Philosophy in education, gender and race;
popular culture

Barbara Applebaum, Associate Professor

Ph.D., Ontario Institute for Studies in
Education of the University of Toronto, 1994
Feminist ethics, feminist philosophy, and
critical race theory

Christine Ashby, Assistant Professor

Ph.D.
Ph.D. Syracuse University 2008 Inclusive
education, disability studies, autism and
communication.

Sandra Bargainnier, Assistant Professor

Ed.D.
Ed.D. Boston University 1995 Standards based
curriculum and assessment in health and
physical education

James Bellini, Associate Professor

Ph.D., University of Arkansas, 1995
Rehabilitation research, disability policy,
rehabilitation evaluation

Janine Bernard, Professor

Ph.D., Purdue University, 1975
Counselor education

Sharif Bey, Assistant Professor

Ph.D.
Ph.D. Pennsylvania State University 2007
Community based arts programing, African-
American art education history, unofficial
Slovak art, post soviet art education reforms,
conceptual art and its implications to art
education.

Douglas Biklen, Dean, Professor

Ph.D., Syracuse University, 1973
Child advocacy, public policy, facilitated
communication, inclusive education

Sari Biklen, A.A.U.W. Meredith Professor,
Chair

Ed.D., University of Massachusetts, 1973
Qualitative research methodology, gender,
race, and education, sociology of popular
culture, cultural studies

Benita Blachman, Trustee Professor of

Education and Psychology
Ph.D.
Ph.D. University of Connecticut 1981
Learning and reading disabilities; prevention
of reading difficulties; early reading
intervention; early language factors that
predict reading achievement.

John Briggs, Associate Professor Emeritus

Ph.D., University of Minnesota, 1972
History of education, social studies education,
rural education

Rachel Brown, Associate Professor

Ph.D., University of Maryland, 1994
Reading, strategy, instruction, cognition,
instructional technology

Tom Brutsaert, Associate Professor, Chair

Ph.D.
Ph.D. Cornell University 1997 Human
adaptation to high altitude, exercise at
altitude, fetal programming and effects on
muscle function and physical activity.

Diane Canino-Rispoli, Instructor

C.A.S.
Educational Leadership C.A.S. Syracuse
University M.S. Reading Education Syracuse
University B.S. State University College at
Buffalo Elementary Education Research
interests include instructional leadership as it
relates to supporting teacher effectiveness.

Julie Causton-Theoharis, Assistant

Professor
Ph.D., University of Wisconsin-Madison,
2003
Special education, differentiation, universal
design for instruction, professional
collaboration, paraprofessional support

Kelly Chandler-Olcott, Associate

Professor, Chair
Ph.D., University of Maine, 1998
Adolescent literacy and English methods

Myung Choi, Assistant Professor

Ph.D.
Ph.D. Ball State University 2006 Focus on
lipid metabolism both in adipos tissue and
skeletal muscle tissue in humans. Currently
interested in the effects of nitric oxide(NO),
eNOS, and iNOS on lipolysis using micro
dialysis in adipos tissue in obese humans before
and after exercise training.

John Coggiola, Associate Professor

Ph.D., Florida State University, 1997
Music education

Kalena Cortes, Assistant Professor

Ph.D., University of California, Berkeley,
2002
Economics of education, labor economics,
policy evaluation

Elsa DeKaney, Assistant Professor

Ph.D., Florida State University, 2001
Choral music, and conducting, Brazilian music,
music and culture

Keith DeRuisseau, Assistant Professor

Ph.D., Florida State University, 2002
Movement sciences

Helen Doerr, Professor

Ph.D., Cornell University, 1994
Mathematics education; mathematical
modeling, functions and problem-solving using
computing technology, teacher professional
development

Benjamin Dotger, Assistant Professor

Ph.D., North Carolina State University, 2006
Teacher professional development,
educational administration

Sharon Dotger, Assistant Professor

Ph.D.
Ph.D. North Carolina State University 2006
Science teaching and learning, lesson study,
writing in science.

Philip Doughty, Associate Professor

Emeritus
Ph.D., Florida State University, 1972
Instructional development, cost-effectiveness
analysis

Timothy Eatman, Assistant Professor

Ph.D., University of Illinois-Champaign,
2001
Research Director, Imagining America

Catherine Engstrom, Associate Professor,
Chair

Ph.D., University of Maryland, 1991
Student personnel administration, counseling,
and personnel services

Gail Ensher, Professor

Ed.D., Boston University, 1971
Early childhood education of special-needs
students

Ansley Erickson, Assistant Professor

Cultural Foundations of Education

Beth Ferri, Associate Professor

Ph.D., University of Georgia, 1997
Disability studies, inclusive education, women
with disabilities, feminist and critical
pedagogies and methods, qualitative and
participatory research methods, narrative
inquiry

Alan Foley, Associate Professor

Ph.D., University of Wisconsin, 2001
Curriculum and instruction, educational
communications and technology

Dennis Gilbride, Professor, Chair

Ph.D., University of Southern California,
1985
Vocational development and career counseling,
counseling psychology

Marcelle Haddix, Assistant Professor

Ph.D., Boston College, 2008
English education, critical literacy, racial and
linguistic diversity in teacher education

Wendy Harbour, Assistant

Professor
Lawrence B. Taishoff Professor
Ed.D.
Ed.D. Harvard University 2008 Disability in
k-12 and higher education, disability studies,
deaf studies, universal design.

Kathleen Hinchman, Professor

Ph.D., Syracuse University, 1985
Adolescent literacy and literacy teacher
education

Susan Hynds, Professor Emeritus

Ph.D., Vanderbilt University, 1983
Sociocultural dimensions of teacher education
and adolescent literacy and literacy teacher
education

Dawn Johnson, Assistant Professor

Ph.D. candidate, University of Maryland
Experiences of women of color in math,
science, and engineering programs, the impact
of social justice education courses on attitudes
toward diversity

- Eunjoo Jung**, Assistant Professor
Ed.D.
Ed.D. Illinois State University 2004
Investigation of factors that affect student learning and development, including the prediction of educational factors that influence academic achievement and social development of young children.
- Stefan Keslacy**, Assistant Professor
Ph.D., University of Montpellier I School of Medicine (France), 2005
Cellular effects of exercise, inflammation and obesity, NF-kBand insulin resistance
- Alanna King Dail**, Assistant Professor
Reading and Language Arts
- Tiffany Koszalka**, Associate Professor
Ph.D., Pennsylvania State University, 1999
Technology integration in K-12 science, math, geography; technology learning environments
- Jing Lei**, Assistant Professor
Ph.D., Michigan State University, 2005
Learning, technology, culture
- Gretchen Lopez**, Assistant Professor
Ph.D., University of Michigan, 1993
Intergroup relations, multicultural education, social identities
- Melissa Luke**, Assistant Professor
Ph.D.
Ph.D. Syracuse University 2007 School Counseling program implementation and supervision, school-family-community partnerships to support college access for historically marginalized students.
- Gerald Mager**, Meredith Professor, Associate Dean
Ph.D., Ohio State University, 1978
Teacher education, career development, supervision and curriculum
- Jeffery Mangram**, Assistant Professor
Ph.D., Syracuse University, 2006
Teaching and curriculum
- Joanna Masingila**, Meredith Professor, Chair
Ph.D., Indiana University, Bloomington, 1992
Teaching and Leadership; Area Coordinator, Mathematics Education;
Ethnomathematics, teacher education, multimedia case studies in teacher professional development; connecting mathematics practice in and out of school
- Delynn Orton**, Visiting Instructor
M.Ed.
M.Ed. Michigan State University in motor development/motor learning B.S. in Health, Physical Education, and Recreation Michigan State University Adapted physical education San Jose State University Research interest: Pedagogy in adapted sport; especially adapted tennis and wheelchair tennis. Program development/partnerships with Syracuse Veterans Medical Hospital, New York Special Olympics, and United States Tennis Association.
- Elizabeth Payne**, Assistant Professor, Part-time
Ph.D.
Ph.D. University of Houston M.Ed. Texas Christian University A sociologist of education, specializing in qualitative research methodology, critical theory, youth culture, and LGBTQ youth. Founding director of the new Q Youth Center @ AIDS Community Resources; The Youth and Sexuality Education Resource for The National Episcopal Church, writes HIV education curricula for youth and teaches HIV education workshops for young people around the country.
- Emily Robertson**, Associate Professor
Ph.D., Syracuse University 1981
Philosophy of education, moral and social philosophy, philosophy of the social sciences
- Dalia Rodriguez**, Assistant Professor
Ph.D., University of Illinois, Champaign-Urbana, 2005
Racial inequality, qualitative research methods, policy studies
- James Rolling Jr.**, Associate Professor, Program Chair
Ph.D., Teacher's College, Columbia University, 2003
Studio arts as research practice, visual culture and identity politics, curriculum theory
- Zaline Roy-Campbell**, Associate Professor
Ph.D.
Ph.D. University of Wisconsin-Madison 1992
Unpacking multicultural literate effective instruction for disenfranchised students, dimensions of content literacy for English language learners.
- Jeffrey Rozelle**, Assistant Professor
Ph.D.
Ph.D. Michigan State University 2010 Science teacher learning and socialization; teacher induction; teacher learning from field experiences
- Mara Sapon-Shevin**, Professor
Ed.D., University of Rochester, 1976
Teaching for social justice, anti-racism, inclusive education, cooperative learning, and teacher education
- Derek Seward**, Assistant Professor
Ph.D., University of Rochester, 2009
Counselor education, the experiences of graduate students of color in diversity courses, multicultural training methods
- Joseph Shedd**, Associate Professor
Ph.D., New York State School of Industrial and Labor Relations, Cornell University, 1989
Collective bargaining, organizational behavior
- Richard Shin**, Assistant Professor
Ph.D., Loyola University of Chicago, 2005
Community and mental health counseling, multicultural counseling skills, resiliency factors of urban youth
- Corinne Smith**, Professor, Chair
Ph.D., Syracuse University, 1973
School psychological assessment and intervention practices, learning disabilities
- Nick Smith**, Professor, Chair
Ph.D., University of Illinois, 1975
Evaluation and applied field research methodology
- Emma Suarez**, Dual Assistant Professor
Ph.D., University of Toronto, 2005
Music education, general and choral music specialty
- Steven Taylor**, Centennial Professor;
Director, Center on Human Policy
Ph.D., Syracuse University, 1977
Public policy, sociology of disability, advocacy, qualitative research
- George Theoharis**, Assistant Professor
Ph.D., University of Wisconsin-Madison, 2004
School leadership, inclusive education, elementary social studies
- John Tillotson**, Associate Professor
Ph.D., University of Iowa, 1996
Science teaching preparation, teacher beliefs
- Patricia Tinto**, Associate Professor
Ph.D., Syracuse University, 1990
Math education, teaching and curriculum
- Vincent Tinto**, Distinguished University Professor
Ph.D., University of Chicago, 1971
Sociology of education, research methods, study of learning communities in higher education
- Louise Wilkinson**, Distinguished Professor
Ed.D., Harvard University, 1974
Language and literacy learning, teacher education, education policy, qualitative assessment

L.C. Smith College Of Engineering And Computer Science

Laura J. Steinberg, Dean
227 Link Hall
lcs.syr.edu/



Introduction

These are exciting times in engineering and computer science. Revolutionary changes in multiple areas continue to transform the operations of most traditional employers of engineers and computer scientists. The demand for individuals with degrees in engineering and computer science is greater than ever. In addition, new nontraditional opportunities for engineering and computer science graduates are opening in law, medicine, public policy, finance, management, and communications. Traditional tools and technical know-how are often no longer enough. Today's engineers and computer scientists must possess a broader set of perspectives, experiences, and skills to contribute successfully in a dynamic, rapidly changing world.

Syracuse University's L.C. Smith College of Engineering and Computer Science (LCS) offers courses and programs that are designed to prepare leaders for a high-technology, knowledge-based global community. Through courses in the college and across the University, LCS offers students a breadth of opportunities and experiences that is unmatched by programs at most other universities.

The college offers nine undergraduate programs, accredited by the Accreditation Board for Engineering and Technology (ABET), the recognized accreditor for college and university programs in applied science, computing, engineering, and technology. These programs lead to a bachelor of science degree: aerospace, chemical, civil, computer, electrical, environmental, and mechanical engineering; bioengineering; and computer science. There are two additional programs, engineering physics and systems and information science, which are closed to new students.

New engineering and computer science students enroll in ECS 101 Introduction to Engineering and Computer Science. ECS 101 provides a broad introduction to each of our degree programs, allowing students an opportunity to explore each area before they choose a major. ECS 101 is also open to students of other SU colleges who are interested in exploring the areas of engineering or computer science as a potential field of academic study.

LCS students may choose from a variety of study options, including technical and non-technical minors, combined B.S./M.S. degree programs, and a combined undergraduate degree program between LCS and the College of Arts and Sciences. The college also offers its students opportunities for co-op, study abroad, and undergraduate research.

Founded in 1901, LCS enjoys a long-standing reputation for excellence and innovation. The college community is composed of outstanding students, faculty, and staff who are dedicated to personal excellence and success.

THE COLLEGE MISSION

The mission of the college is to promote learning in engineering and computer science through integrated activities in teaching, research, scholarship, creative accomplishments, and service.

THE COLLEGE VISION

The vision of the college is to earn recognition among universities for engineering and computer science programs that prepare leaders for a high-technology, knowledge-based, global community. The vision for LCS is a distinct student-centered research university model for engineering and computer science education. Features of this model include the following:

- the commitment that all programs relate directly to students and their learning experiences;
- the commitment that research is an integral element of the learning environment;
- the flexibility for students to pursue the diversity of learning opportunities available in a broad university setting; and
- the commitment to world-class quality in courses and programs.

THE STUDENT LEARNING OUTCOMES IN THE COLLEGE

The following learning outcomes are common to all engineering programs in the college:

- an ability to apply knowledge of mathematics, science, and engineering;
- an ability to design and conduct experiments, as well as to analyze and interpret data;
- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- an ability to function on multidisciplinary teams;
- an ability to identify, formulate, and solve engineering problems;
- an understanding of professional and ethical responsibility;
- an ability to communicate effectively;
- the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
- a recognition of the need for, and an ability to engage in life-long learning;
- a knowledge of contemporary issues;
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Specific objectives and outcomes of the bachelor of science programs are included in their catalog descriptions.

Graduate Program Overview

The L.C. Smith College of Engineering and Computer Science was established in 1901, the fifth of the 11 schools and colleges within Syracuse University today. The college is dedicated to graduate as well as undergraduate education in engineering, engineering science, computer science, systems and information science, and research. Its research efforts, which total nearly 25 percent of all sponsored research at Syracuse University, contribute significantly to student development as well as to the continued professional growth of the faculty. Graduate education and research, particularly at the Ph.D. level, are inseparable.

The faculty numbers 70 full-time members, most of whom are research scholars of national and international renown. Full-time graduate enrollment in the

college totals approximately 400 students, with approximately 400 part-time students.

The college offers the following graduate degrees:

Bioengineering—M.E., M.S., Ph.D.
Chemical engineering—M.S., Ph.D.
Civil engineering—M.S., Ph.D.
Computer engineer—C.E.
Computer engineering—M.S.
Computer science—M.S.
Computer and information science and engineering—Ph.D.
Electrical engineer—E.E.
Electrical engineering—M.S.
Electrical and computer engineering—Ph.D.
Engineering management—M.S.
Environmental engineering—M.S., (See civil engineering for Ph.D.)
Environmental engineering science—M.S.
Law and engineering and computer science joint degrees
Mechanical and aerospace engineering—M.S., Ph.D.

For a complete listing of faculty affiliated with the College of Engineering and Computer Science, see the “Faculty” section.

Graduate Facilities And Research

FACILITIES

The L.C. Smith College of Engineering and Computer Science (LCS) has facilities in three buildings: Edwin A. Link Hall; the Center for Science and Technology, located at the east end of the Quad; and the Institute for Sensory Research, located on the South Campus, approximately two miles away.

Each of the buildings has modern, fully equipped laboratories for research and special student projects, as well as ample space for graduate student offices, classrooms, and seminar rooms.

The college and University have invested heavily in the multidisciplinary research area termed “environmental quality systems” that includes civil and environmental engineering, chemical engineering, mechanical engineering, bioengineering, and electrical engineering and computer science. Research and graduate education facilities dedicated to these activities include a \$4.5 million, 22,000-square foot suite of environmental engineering laboratories that house state-of-the-art analytical laboratories, a clean room, bioenvironmental facilities, and a GIS lab; a new \$1.8 million Building Energy and Environmental Systems Laboratory that contains a unique environmental chamber-climate chamber pair for testing building materials, HVAC and filtration technologies, and indoor air quality; a material characterization laboratory for studying hygrothermal performance of building envelopes; and a number of additional laboratories that are dedicated to fundamental research focused on the quality of urban and built environments.

Chemical engineering has research laboratories devoted to supercritical extraction and oxidation, selective ion adsorption, polymer science and technology, molecular biology, and biochemical engineering. Instrumentation available in these laboratories includes a combination gas chromatograph-mass spectrometer, high-pressure equipment for studying extraction and chemical reaction, Fourier transform infrared spectrometer, differential scanning calorimeter, and an instrumented bioreactor.

The electrical engineering and computer science department provides its students with extensive computing facilities in UNIX and Windows environments as well as with laboratories that cover a wide spectrum of areas, including communications, high performance computing, microwaves, multimedia, networking, optical fibers, and photonics.

A wide range of laboratories exists in mechanical and aerospace engineering, with particular strength in the areas of fluid dynamics, energy systems, solid mechanics and materials characterization, and intelligent manufacturing. Cutting-edge facilities, including a full-motion flight simulator, exist for research in indoor environmental quality, composite materials, aerodynamics, computer-aided design, and the application of knowledge-based systems.

Bioengineering laboratories are devoted to teaching principles and applications of biomaterials, biomechanics, and bioinstrumentation. The biomechanics laboratory is equipped with mechanical testing devices, force and motion analysis systems, and a networked computer cluster for data acquisition and analysis. The bioinstrumentation laboratory contains equipment for design and fabrication of electronic devices and a networked computer cluster facilitates circuit design, simulation, data acquisition, and analysis. A suite of biomaterials laboratories includes a scanning electron microscope, atomic force microscope, differential scanning calorimeter, and FTIR for material characterization. There are also facilities for static and dynamic mechanical testing, anomechanics, polymer synthesis and characterization, and tissue engineering.

The Department of Civil and Environmental Engineering maintains high-quality, advanced laboratory facilities for research and graduate instruction. These include a geosynthetic laboratory, a structure/materials laboratory, a geofoam laboratory, a soil mechanics laboratory, and a particle analysis laboratory.

The structure/materials laboratory includes a large reaction frame capable of testing full-scale beams and other structural elements. The Geofoam Research Center maintains a well-equipped laboratory for geomaterial testing and research.

The environmental engineering laboratories occupy about 22,000 square feet and consist of more than 20 state-of-the-art labs. The labs contain extensive analytical equipment, microprocessors for chemical and biological analysis, and advanced computing hardware and software.

Syracuse University is one of a select group of institutions to have access to a federal laboratory for quick fabrication of student-designed integrated circuit chips, which greatly strengthens courses in designing and testing very large-scale integrated (VLSI) circuits.

The computing facilities in LCS and the University’s computing services are outstanding. The computers are available for student use, and students are encouraged to use them throughout their academic careers.

Two all-University public labs of personal computers are located in Link Hall. In addition, the college has UNIX, Windows, and Macintosh microcomputer labs in the facilities that are dedicated and available around the clock to engineering and computer science students.

RESEARCH

Programs of fundamental and applied research conducted by the faculty of each department have led to significant contributions in many engineering and computing fields. Graduate students, undergraduate students, research assistants, fellows, and postdoctoral fellows actively participate in this research.

The College of Engineering and Computer Science is closely affiliated with the CASE Center. Faculty and students work through the CASE Center to solve

applied research and development problems using software engineering for small and large companies across New York State. The New York STAR Center for Environmental Quality Systems, Geofoam Research Center, the Institute for Sensory Research, and the Institute for Manufacturing Enterprises provide graduate students with a wealth of opportunities to contribute to important research problems across the full range of disciplines in the college.

Department Of Electrical Engineering And Computer Science

Electrical Engineering & Computer Science

Contact Chair, Chilukuri K. Mohan, 4-177 Center for Science and Technology, 315-443-2322; fax: 315-443-2583, mohan@syr.edu.

Faculty Ercument Arvas, Howard A. Blair, Steven J. Chapin, Biao Chen, C.Y. Roger Chen, Hao Chen, Shiu-Kai Chin, Wenliang (Kevin) Du, Mahmoud El Sabbagh, Ehat Ercanli, Makan Fardad, James W. Fawcett, Prasanta Ghosh, Amrit L. Goel, Carlos R.P. Hartmann, Can Isik, Kaveh Jokar Deris, Philipp Kornreich, Andrew Lee, Jay Kyoon Lee, Yingbin Liang, Duane L. Marcy, Kishan G. Mehrotra, James Michels, Chilukuri K. Mohan, Ruixin Niu, Jae C. Oh, Susan Older, Lisa Osadciw, Daniel J. Pease, Leonard J. Popyack Jr., James S. Royer, Tapan K. Sarkar, Ernest Sibert, Q. Wang Song, Pramod K. Varshney, Hong Wang, Heng Yin

The Department of Electrical Engineering and Computer Science (EECS) offers master's programs in:

- computer science,
- computer engineering, and
- electrical engineering;

and doctoral programs in:

- computer and information science and engineering and
- electrical and computer engineering

EECS embraces a wide range of programs and research areas. Its programs are connected by the technologies that they develop and the mathematical methods that they use to explore the spectrum of computing and electrical systems. The computer is not only an area of study, but also a design tool permitting visual representation of mathematical models. Moreover, communication and control are now of major importance in computing systems, while digital devices and components have become a dominant factor in the design of electrical systems.

The department has well-equipped laboratories for experimental work. Extensive computing facilities are available in the department, the CASE Center, Information Technology and Services, and the Academic Computing Center.

Graduate Admissions And Awards

ADMISSION

Applicants must complete the application for admission found online at apply.embarc.com/grad/syracuse. International students must take the general Graduate Record Examination (GRE); this requirement is rarely waived.

Please note that failure to see that transcripts, letters of recommendation, or GRE scores are provided may delay processing. It is advisable to apply as early as possible.

Nonmatriculated students may register through University College. Up to 12 credits of nonmatriculated graduate credit may be transferred toward a degree program if the applicant is subsequently admitted. Performance in courses taken for nonmatriculated credit carries considerable weight in evaluating the application.

GRADUATE AWARDS

Syracuse University fellowships are awarded competitively from applications received by January 1 on an all-University basis. Doctoral fellows receive a stipend of \$20,755 (2009-10) for 9 months of full-time study, plus a tuition scholarship for up to 15 credits per semester for a total of up to 30 credits for the academic year. Fellows devote full time to their studies and are not assigned duties.

Graduate assistantships in the form of research assistantships and teaching assistantships are awarded on a competitive basis from among applications received by February 1; assistantships are usually not available at any other time of the year. Research assistants are required to assist their sponsoring faculty to perform research. Teaching assistantships are required to assist with undergraduate/graduate instruction as well as to work on research projects. Recipients of these assistantships receive a stipend in addition to a tuition scholarship for up to 24 credits per year. Summer support is available for selected students on various research projects.

Information about programs to support graduate students from ethnic minority groups (African, Latino, and Native American) that are underrepresented in science and engineering fields can be found in the publication Graduate Study: College of Engineering and Computer Science. Securing loans and part-time jobs is the responsibility of the student.

To apply for fellowships or assistantships, check the proper place on the application for admission.

Academic Offerings

Bioengineering

Department Chair: Radhakrishna Sureshkumar, 121 Link Hall, 315-443-1931; fax: 443-9175

Faculty: Rebecca Bader, Andrew L. Darling, Jeremy L. Gilbert, Julie Hasenwinkel, James Henderson, John Heydweiller, George Martin, Patrick Mather, Dacheng Ren, Ashok Sangani, Radhakrishna Sureshkumar, Lawrence Tavlarides

Emeritus/Adjunct Faculty: Gino Duca, Gustav Engbretson, Kent Ogden, Philip Rice, Klaus Schroder, Robert L. Smith, Chi Tien, Christian Zemlin, Josef Zwislocki

Affiliate Faculty: Joseph Chaiken, Andria Costello Staniec, Hiroshi Higuchi, Raymond D. Letterman, Yan-Yeung Luk

The Department of Biomedical and Chemical Engineering offers a comprehensive set of graduate programs in bioengineering and chemical engineering, including masters of science (MS) degrees and doctor of philosophy (PhD) degrees. Graduates of these programs work in the medical profession, the biomechanics and bioinstrumentation industries, the chemical engineering industry, the government, and in education.

Bioengineering Program Director: Julie Hasenwinkel, 359Link Hall, 315-443-3064; fax: 443-9175, gradinfo@syr.edu, http://www.lcs.syr.edu/academic/biochem_engineering/index.aspx

The graduate program in bioengineering provides a wide range of opportunities for advanced study in this interdisciplinary field. This graduate program is linked with and focused on research programs in biomaterials and tissue engineering; biomechanics; orthopedic biomechanics; cardiac bioengineering; and neural engineering. Which degree to consider depends on one's career goals.

Major research laboratories include the Syracuse Biomaterials Institute, the Institute for Human Performance, and laboratories at nearby SUNY Upstate Medical University. Strong collaboration between Upstate Medical University and Syracuse University faculty, students, and staff provides opportunities for bioengineering research in clinical and basic science departments at Upstate, as well as in-depth study at one of the Syracuse University bioengineering research centers.

M.S. IN BIOENGINEERING

The Master of Science (MS) in Bioengineering is a flexible program with three options to help students develop careers in this field. The MS can be a terminal degree or an introduction to research before pursuing the PhD.

There are three options that students can choose. Plan 1 has a minimum requirement of 30 credit hours of graduate study, including 24 credits of coursework plus 6 credits of thesis. A master's thesis must be completed and defended in an oral examination. Plan 2 also has a minimum requirement of 30 credits with at least 27 credits of coursework plus 3 credits of independent study. Plan 3 is a non-thesis program with cognate field. It requires a total of 36 credits with a minimum of 24 credits of technical coursework and 12 credits of tailored, non-technical concentrations. All three programs are designed to be completed in about two years.

The requirements for the three MS degree options are as follows:

Master of Science with Thesis (Plan 1)

- **30 total credits** (minimum of 18 credits of technical coursework plus 6 credits of thesis)
- 18 credits of technical coursework must include: 15 credits of Bioengineering courses, and 3 credits of Ethics (Bio-ethics or engineering ethics);
- 6 credits of thesis;
- remaining credits selected from engineering, mathematics or science courses;
- student must complete a thesis and defend it in an oral examination (see below);
- a minimum GPA of 3.0 for the set of courses that will be used toward the degree and a 2.8 overall GPA are required.

Master of Science Non-Thesis (Plan 2)

- **30 total credits** (minimum of 21 credits of technical coursework plus 3 credits of independent study)
- 21 credits of technical coursework must include: 15 credits of Bioengineering courses, and 3 credits of Ethics (Bio-ethics or engineering ethics);
- 3 credits of Independent Study (BEN 690);
- a capstone project (see below);
- remaining credits selected from engineering, mathematics or science courses;
- student must complete an oral comprehensive examination based on the Capstone Project completed during the independent study, and the coursework (see below);
- a minimum GPA of 3.0 for the set of courses that will be used toward the degree and a 2.8 overall GPA are required.

Master of Science Non-thesis with Cognate Field (Plan 3)

- **36 total credits** (minimum of 24 credits of technical coursework and 12 credits of tailored concentrations)
- 24 credits of technical coursework must include: 15 credits of Bioengineering courses, 3 credits of Ethics (Bio-ethics or engineering ethics), and 12 credits of tailored concentrations in areas such as Technology Transfer and Law (College of Law), Engineering Management (College of Engineering and Computer Science), or a customized sequence of courses of a non-technical nature;
- remaining credits selected from engineering, mathematics or science courses;
- a capstone project (see below);
- student must complete an oral comprehensive examination based on the Capstone Project and the coursework (see below);
- a minimum GPA of 3.0 for the set of courses that will be used toward the degree and a 2.8 overall GPA are required.

General Information for MS Degree Programs

Residence Time: The MS degree typically requires 3-4 semesters to complete.

Graduate Seminar: Attendance at the BMCE Graduate Seminars is expected of students in all graduate programs.

Capstone Project Requirements: The capstone project is based on an independent study project done under the guidance of a faculty member, typically over the course of one semester, or a report from a Cognate Field option. **A report describing the project must be submitted to, and approved by, the project supervisor and by one other BMCE faculty member in order to fulfill the requirements of the degree. A copy of the final approved report must be submitted to the Department.**

Oral Comprehensive Examination: After completion of the coursework, the student must pass an oral comprehensive examination based on the independent study and the coursework. An Oral Comprehensive Examination committee, consisting of at least three program faculty, including the student's advisor, is assigned by the Program Director.

Thesis Requirements: Completion of the MS degree with thesis requires a written MS thesis and an oral defense. Students must submit a Request for Examination Form to the GEMC **at least three full weeks prior** to the oral defense. The thesis document must be delivered to the MS Thesis defense committee **at least two weeks** prior to the date of the oral defense.

The MS Thesis defense committee consists of four members. The committee must include the thesis advisor, no fewer than two tenure-track members of the BMCE faculty, and the Chair of the Oral Examination Committee. If a proposed committee member is not a full-time or adjunct faculty member at Syracuse University (i.e. from SUNY-ESF, Upstate Medical University, etc.), the student must petition the Department to allow this person to serve as a committee member. The Chair of the Oral Examination Committee must be a Syracuse University tenured or tenure-track faculty member outside the department or program. Defenses must comply with the requirements of the Graduate School as described in the Graduate Course Catalog (<http://coursecatalog.syr.edu/rules.aspx>).

All students must submit a copy of the final version of the thesis, with the signed title page, to the Department in fulfillment of the requirements for the

MS degree.

Ph.D. IN BIOENGINEERING

The Doctor of Philosophy (PhD) is a research-based degree program involving a high level of training in advanced bioengineering. A dissertation consisting of original research in a specialty area within the bioengineering program is required.

A minimum of 42 credit hours is required for the completion of the PhD degree. No dissertation credits are required. A student entering the PhD program with an MS degree may apply up to 30 credits toward the required coursework, with the approval of the program director. A minimum of three years of graduate study is required and students typically complete all requirements within five years.

The requirements for the PhD degree in Bioengineering are:

• 42 total credits including:

- at least 36 credits of coursework;
- 15 credits of Bioengineering (BEN) courses,
- 3 credits of ethics, and
- 18 credits of technical electives, to be chosen in consultation with the dissertation advisor.
- up to 6 credits of thesis (transferable from the MS);
- successful completion of qualifying and candidacy examinations;
- a minimum GPA of 3.0 for the set of courses that will be used toward the degree and a 2.8 overall GPA;
- student must complete a dissertation and defend it in an oral examination, but no dissertation credits are required.

Required coursework can include Independent Study (BEN 690) credits. Those entering the program post-BS degree can take up to 6 credits. Those entering the program, post-MS degree, can take up to 3 credits. The independent study **cannot be supervised** by the dissertation advisor.

Note: A student must be enrolled for at least three academic years of full-time graduate level study beyond the baccalaureate degree.

PhD Exams and Timing

All PhD students must pass a Qualifying Exam and a Dissertation Proposal Defense/Candidacy Examination. The timing of these exams differs depending upon what path a student takes through the various degree programs, as explained in this section.

Qualifying Examination

Students who enter the PhD program with a BS degree are required to take the PhD Qualifying Examination at the end of the 4th semester of study. Students who enter the PhD program with an MS degree are required to take the Qualifying Examination at the end of their first year, before the start of their 3rd semester.

The Qualifying Examination is based on the student's critical analysis and study of a research topic that is outside of, but related to, the student's planned dissertation research area. The topic is selected by the student from a list provided by the faculty in consultation with the student's advisor. The student is expected to prepare a 15-20 page written report and defend it in an oral examination. The written report must be provided to all tenured or tenure-track BMCE faculty at least two weeks prior to the oral examination. The oral presentation must be scheduled at a time when a majority of the BMCE faculty members indicate that they can attend.

A committee consisting of at least three tenured or tenure-track BMCE faculty, appointed by the Bioengineering Graduate Program Director, evaluates the student's performance based on the technical content and quality of the written report and the students' presentation and ability to answer questions in the oral examination. After the examination has been completed, the student's eligibility to pursue the PhD is decided by the faculty of the Department on the basis of the student's performance on the examination, the student's academic record, and the student's progress in his/her research.

Dissertation Proposal Defense/Candidacy Examination

All PhD students must defend their Dissertation Proposal within one calendar year of passing the Qualifying Examination.

Several months before the Dissertation Proposal Defense/Candidacy Examination, the student should recruit faculty members to serve on a committee for that purpose. The committee membership should be essentially the same as the ultimate Oral Defense committee (see below), except that the outside Chair is not necessary for this defense/examination. Thus, the committee should consist of the advisor and four other tenured or tenure-track BMCE faculty; however, it may include members from outside the Department or University. The Dissertation Proposal/Candidacy Examination document must be provided to all tenured and tenure-track BMCE faculty members **at least two weeks** prior to the defense. The Dissertation Proposal Defense/Candidacy Examination is voted on by all tenured or tenure-track BMCE faculty, as well as interested affiliate members of the faculty and thesis committee members; however, a majority of the tenured or tenure-track BMCE faculty must attend. The outcome of the Dissertation Proposal Defense/Candidacy Examination is a vote to turn the oversight of the dissertation over to the thesis committee or to suggest further refinement of the proposal and/or a repetition of the defense/examination. After successful completion of the Dissertation Proposal Defense/Candidacy Examination, a student becomes a PhD "Candidate."

Oral Dissertation Defense

The Oral Dissertation Defense and submission of the dissertation document to the Syracuse University Graduate School and Department are the final requirements of the PhD program. All students are required to submit a copy of the final version of the dissertation, with the signed title page, to the Department in fulfillment of the requirements for the PhD degree.

The Oral Defense Committee is determined by the rules of the Syracuse University Graduate School, as outlined in the Academic Rules & Regulations (<http://coursecatalog.syr.edu/rules.aspx>). The committee consists of six members, including a Chair (must be a tenured or tenure-track faculty member from outside the Department, see website above), the advisor, and four other tenured or tenure-track faculty members, some of whom may be from outside the University, if appropriate. If a proposed committee member is not a full-time or adjunct faculty member at Syracuse University (i.e. from SUNY-ESF, Upstate Medical University, etc.), the student must petition the Department to allow this person to serve as a committee member.

Students must submit a Request for Examination Form to the GEMC **at least three full weeks prior** to the oral defense. The dissertation document must be delivered to the Oral Defense Committee **at least two weeks prior** to the date of the oral defense.

CURRENT RESEARCH AREAS – Bioengineering and Chemical Engineering

- Biomaterials/Tissue Engineering
- Complex Fluids, Soft Condensed Matter, Rheology
- Corrosion and Electrochemistry
- Drug Delivery
- Indoor Air Quality/Environmental Engineering
- Molecular Biotechnology
- Multiple Phase Systems
- Nanotechnology

- Sustainable Energy Production
- Systems Biology/Metabolic Engineering
- Mathematical and Numerical Analysis

Chemical Engineering

Department Chair: Radhakrishna Sureshkumar, 121 Link Hall, 315-443-1931; fax: 443-9175

Faculty: Rebecca Bader, Andrew L. Darling, Jeremy L. Gilbert, Julie Hasenwinkel, James Henderson, John Heydweiller, George Martin, Patrick Mather, Dacheng Ren, Ashok Sangani, Radhakrishna Sureshkumar, Lawrence Tavlarides

Emeritus/Adjunct Faculty: Gino Duca, Gustav Engbretson, Kent Ogden, Philip Rice, Klaus Schroder, Robert L. Smith, Chi Tien, Christian Zemlin, Josef Zwislocki

Affiliate Faculty: Joseph Chaiken, Andria Costello Staniec, Hiroshi Higuchi, Raymond D. Letterman, Yan-Yeung Luk

Chemical Engineering Program Director: John C. Heydweiller, 363 Link Hall, 315-443-4468; fax: 443-9175, gradinfo@syr.edu.
http://www.lcs.syr.edu/academic/biochem_engineering/index.aspx

The graduate program in chemical engineering features a core of courses in chemical engineering, elective courses in areas of student interest, and an intense research or independent study experience with the student's faculty advisor. Elective courses may be concentrated in a large number of special areas, including bioengineering, environmental engineering, computer science, materials science, and manufacturing engineering. New initiatives are underway in the multidisciplinary area of environmental systems that should provide a wealth of opportunities to graduate students in chemical engineering.

M.S. IN CHEMICAL ENGINEERING

The Master of Science (MS) degree in Chemical Engineering is a flexible and individually-structured program, determined by the student and his/her advisor. The MS can be a terminal degree or an introduction to research before pursuing the PhD.

There are two degree plans a student can choose. Both require a minimum overall grade point average of 3.0 for coursework included on the Program of Study for the degree and a 2.8 average for all credits earned. Plan 1 has a minimum requirement of 30 credit hours of graduate study, including 24 credits of coursework and 6 credits of thesis, with at least 12 credits of coursework in chemical engineering. A master's thesis must be completed and defended in an oral examination. Plan 2 also has a minimum requirement of 30 credit hours of graduate study, including at least 3 credits of an independent study course, with at least 15 credits in chemical engineering. After completion of coursework, the student must pass an oral examination based on the independent study and the coursework. Both plans are designed to be completed in less than two years.

Plan 1 – A minimum of 30 credits consisting of:

- 24 credit hours of coursework, including at least 12 credits in chemical engineering (CEN);
- 6 credit hours of thesis; and
- the student must complete a master's thesis and defend it in an oral examination.

The Oral Examination Committee is assigned by the Program Director in consultation with the student and the student's advisor. **At least three full weeks** prior to the oral defense, the student must submit a Request for Examination Form to the GEMC, indicating the committee members, and the date, time, and location of the defense. **At least two full weeks prior to the schedule date of the examination**, the student must submit copies of the final version of his/her thesis in the appropriate format to all members of the Examination Committee, including the Committee Chair. Failure to do so may result in the cancellation of the thesis examination by the Graduate School.

The Chair of the Oral Examination Committee must be a Syracuse University tenured or tenure-track faculty member outside the department or program. Defenses must comply with the requirements of the Graduate School as described in the Graduate Course Catalog (<http://coursecatalog.syr.edu/rules.aspx>). All students are required to submit a copy of the final version of the thesis, with the signed title page, to the Department in fulfillment of the requirements for the MS degree.

Plan 2 – A minimum of 30 credits consisting of:

- at least 15 credits of coursework in chemical engineering (CEN);
- at least 3 credit hours of an independent study course; and
- after completion of the coursework, the student must pass an oral comprehensive examination based on the independent study and the coursework.

An Oral Comprehensive Examination committee, consisting of at least three Program faculty, including the student's advisor, is assigned by the Program Director.

Ph.D. IN CHEMICAL ENGINEERING

The Doctor of Philosophy (PhD) in Chemical Engineering is designed for students interested in research and teaching. The program of study consists of coursework, a qualifying examination, a candidacy examination, and preparation and defense of the dissertation.

A student entering the PhD program with a MS degree may apply up to 30 credits toward the required coursework, with the approval of the program director. A minimum of three years of graduate study is required and students typically complete all requirements within five years.

The requirements for the PhD degree in Chemical Engineering are:

- **42 total credits**, including at least 24 credits in chemical engineering (CEN);
- successful completion of Screening/Qualifying and Oral Comprehensive/Candidacy Examinations;
- a minimum GPA of 3.0 for the set of courses that will be used toward the degree and a 2.8 overall GPA;
- student must complete a dissertation and defend it in an oral examination, but no dissertation credits are required.

Required coursework can include Independent Study credits. Those entering the program post-BS degree can take up to 6 credits. Those entering the program, post-MS degree, can take up to 3 credits. The independent study cannot be supervised by the dissertation advisor.

PhD Exams and Timing

All PhD students must pass a Screening/Qualifying Examination and an Oral Comprehensive/Candidacy Examination.

Qualifying Examination

In order to be eligible to pursue a PhD in Chemical Engineering, a student must successfully complete the screening/qualifying examination. For students beginning graduate study in Chemical Engineering at Syracuse University with a bachelor's degree in chemical engineering, the examination is taken after two semesters of coursework. To take the examination, the student must have the recommendation of his or her advisor, have a grade point average of at least 3.33 in all of his/her chemical engineering courses (not including independent study, thesis, or dissertation courses), and have completed CEN 741 (or MAE 643, which may be taught as CEN 600), CEN 671, CEN 651, and CEN 786. For students beginning graduate study with a master's degree, the examination takes place after the first semester of study. Special arrangements will be made for students with other backgrounds.

The screening/qualifying examination is based on the student's critical analysis and study of a research publication(s) on a subject that is outside, but related to, the student's own research area. A research paper (or set of papers on a single topic, e.g. Part I and II) is selected by the faculty in consultation with the student's advisor. The student is expected to prepare both a written and oral presentation on this research paper.

The written report must be provided to all tenured or tenure-track BMCE faculty at least two weeks prior to the oral examination. The oral presentation must be scheduled at a time when a majority of the BMCE faculty members indicate that they can attend.

A committee consisting of at least three Departmental faculty members evaluates the student's performance based on the technical content and quality of the written report and the student's presentation and ability to answer questions in the oral examination. After the examination has been completed, the student's eligibility to pursue the PhD is decided by the faculty of the Department on the basis of the student's performance on the examination, the student's academic record, and the student's progress in his/her research.

Candidacy Examination

This examination is used to evaluate the student's preparation and ability to conduct significant and original research. A student is officially admitted to doctoral candidacy upon successful completion of this examination. The comprehensive examination should normally be completed within the third year of graduate study in Chemical Engineering.

The examination involves the preparation and oral defense of a written proposal describing the student's dissertation research. The approval of the student's advisor is required to initiate the examination. The proposal, which is limited to 15 pages, is circulated among the faculty members to solicit their interest in participating in the examination. The Program Director appoints a committee consisting of no more than five faculty members, including at least three faculty members of the Department, to conduct the oral examination. A member of the committee (not the advisor) is designated as the committee chair.

During the oral examination, the student describes and defends the proposed research. The examination is open to all faculty members in the Department. The committee has the discretion to examine the student in all matters that it deems relevant to the proposed research. After the examination, the committee meets in executive session to evaluate the student. The committee prepares a report that includes the decision as to whether the student passed the examination, the collective judgment on the quality of the proposed work and the student's presentation, and comments and suggestions on the proposed research. The report is sent to the Program Director and becomes part of the student's record.

Dissertation and Oral Defense

Upon completion of the coursework and the oral comprehensive examination, the PhD candidate prepares and submits the doctoral dissertation to the faculty. The doctoral dissertation must be approved by the student's advisor and one other Program faculty member, designated as the "reader". The reader must certify that the dissertation is acceptable for the purposes of the doctoral examination, with respect to the content, and form and expression of the dissertation.

The Oral Defense Committee is determined by the rules of the Syracuse University Graduate School, as outlined in the Academic Rules & Regulations (<http://coursecatalog.syr.edu/rules.aspx>). The committee consists of six members, including a Chair (must be a tenured or tenure-track faculty member from outside the Department, see website above), the advisor, and four other tenured or tenure-track faculty members, some of whom may be from outside the University, if appropriate. If a proposed committee member is not a full-time or adjunct faculty member at Syracuse University (i.e. from SUNY-ESF, Upstate Medical University, etc.), the student must petition the Department to allow this person to serve as a committee member. The examination, which is open to all faculty members and students, consists of a defense of the dissertation. The candidate is required to pass the oral examination to complete the PhD degree.

Students must submit a Request for Examination Form to the GEMC at least three full weeks prior to the oral defense. The dissertation document must be delivered to the Oral Defense Committee at least two weeks prior to the date of the oral defense.

All students are required to submit a copy of the final version of the dissertation, with the signed title page, to the Department in fulfillment of the requirements of the PhD degree.

CURRENT RESEARCH AREAS – Bioengineering and Chemical Engineering

- Biomaterials/Tissue Engineering
- Complex Fluids, Soft Condensed Matter, Rheology
- Corrosion and Electrochemistry
- Drug Delivery
- Indoor Air Quality/Environmental Engineering
- Molecular Biotechnology
- Multiple Phase Systems
- Nanotechnology
- Sustainable Energy Production
- Systems Biology/Metabolic Engineering
- Mathematical and Numerical Analysis

Civil And Environmental Engineering

Interim Chair Chris E. Johnson, 151 Link Hall, 315-443-2311; fax: 443-1243, cejohns@syr.edu.

Faculty Riyad S. Aboutaha, Shobha K. Bhatia, Samuel P. Clemence, Andria Costello Staniec, Cliff I. Davidson, Charles T. Driscoll Jr., Chris E. Johnson, Raymond D. Letterman, Eric Mun Lui, Dawit Negussey, Ossama M. (Sam) Salem

Emeritus/Adjunct Faculty L. Cleckner, K. Driscoll, E. Gilligan, S. Kaczmar, D. Lake, J.A. Mandel, B. Mousa, E.M. Owens Jr., P. Plumley, D. Wazenkewitz, A. Yabroudi.

The graduate programs in civil and environmental engineering at Syracuse have earned a reputation for superior quality. Degree recipients working in

government, industry, and education have made important contributions to the profession. The department provides coursework and research opportunities in structural engineering, geotechnical engineering, environmental engineering, and construction and infrastructure management.

In addition to these core areas, the department participates in interdisciplinary teaching and research, expanding the opportunities available to graduate students. The department is home to the Center for Environmental Systems Engineering, which serves faculty in environmental, chemical, and mechanical engineering with a shared interest in environmental systems. The Geofoam Research Center is also administered in the department. We also have a collaborative degree program with the Maxwell School of Citizenship and Public Affairs, and we engage in joint teaching with faculty in the School of Architecture, the Whitman School of Management, and SUNY-ESF.

M.S. PROGRAMS

M.S. IN CIVIL ENGINEERING

All candidates for the M.S. in civil engineering must have a B.S. in civil engineering or the equivalent from an accredited institution. Candidates with undergraduate degrees in another field must have their programs evaluated to determine if additional undergraduate courses are to be included in their program of study.

Programs are planned by the students in consultation with their advisors. At least half of the coursework must be at or above the 600 level. Students who have taken the lower level of a double-numbered course (e.g., a course offered at the 400 and 600 levels) may not take the higher level of the same course for credit.

M.S. candidates may transfer a maximum of 6 credits from other institutions. They are expected to complete their entire program within five calendar years of their admission.

Thesis and non-thesis options are available. Students anticipating further graduate study at the doctoral level should pursue the thesis option.

Requirements with Thesis (30 credits)

1. Completion of 9 credits of core courses in either structural or geotechnical engineering. These required courses are specified in the Graduate Program Profile, available in the department office.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Completion of 9 credits of core courses in either structural or geotechnical engineering. These required courses are specified in the Graduate Program Profile, available in the department office.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in civil engineering approved by the advisor and at least one other faculty member in the CIE department.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING AND ENVIRONMENTAL ENGINEERING SCIENCE

The M.S. in environmental engineering is intended for students with undergraduate engineering degrees. The M.S. in environmental engineering science is intended for students with other technical/scientific undergraduate degrees. Students without an undergraduate degree appropriate to their chosen M.S. program will be required to complete undergraduate courses to prepare themselves for M.S. coursework. These courses will be specified in the student's letter of admission and may not carry credit toward the M.S. degree.

Programs are planned by the students in consultation with their advisors. At least half of the coursework must be at or above the 600 level. Students who have taken the lower level of a double-numbered course (e.g., a course offered at the 400 and 600 levels) may not take the higher level of the same course for credit.

M.S. candidates may transfer a maximum of 6 credits from other institutions. They are expected to complete their entire program within five calendar years of their admission.

Thesis and non-thesis options are available. Students anticipating further graduate study at the doctoral level should pursue the thesis option.

M.S. IN ENVIRONMENTAL ENGINEERING

Requirements with Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in environmental engineering approved by the advisor.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING SCIENCE

Requirements With Thesis (30 credits)

1. Completion of CIE 671 and CIE 672.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Completion of CIE 671 and 672.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in environmental engineering or environmental science approved by the advisor.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING WITH A SPECIALIZATION IN PUBLIC ADMINISTRATION

Requirements With Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements for the M.S. in Environmental Engineering, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.

Requirements Without Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements for the M.S. in Environmental Engineering, as specified in the Graduate Program Profile, available in the department office.
3. Twelve (12) credits in public administration, including 6 credits selected from PPA 709, 734, and 755. The other 6 credits must have either a public management or a public policy focus.
4. CIE 996 (Master's Project) for 3 credits. The project involves a professionally relevant paper in the form of a case study, policy analysis, program analysis, program evaluation, organization design, management study, or managerial action plan, or another project requiring a description, analysis, and the design of an appropriate plan of action and must include a technical component at the appropriate level and be approved by the student's advisor.

PH.D. IN CIVIL ENGINEERING

Admission Requirements

1. B.S. in civil engineering or other acceptable field from an accredited institution.
2. M.S. degree from an accredited institution.
3. B+ average in M.S. program coursework.
4. Satisfactory grades on all required graduate entrance examinations.
5. Departmental approval.
6. Demonstrated potential for excellent research work.

Advising. The student, with advice from the department chair and/or the program director, selects a dissertation advisor, whose consent must be obtained. The student and the advisor together, with consent from the department chair, select the exam and dissertation committees. The courses required to fulfill the doctoral degree requirements are selected by the student in consultation with his/her advisor and upon recommendations from the candidate's dissertation committee.

Course Requirements

1. Ph.D. students are required to take a minimum of 48 credit hours of coursework beyond the B.S. level, or at least 18 credit hours of coursework beyond the M.S. level.
2. For students with an M.S. degree, at least two-thirds of the Ph.D. coursework must be at or above the 600 level, and no more than one-third of the coursework can be independent study (CIE 690).
3. Ph.D. students are required to maintain an average GPA of B+ (3.333) in all Ph.D. coursework, and they are required to participate in the faculty/student seminar program.

Examinations

1. Qualifying Examination: The qualifying examination is to be conducted within the first year of enrollment in the Ph.D. program. The examination is composed of two parts: a written exam followed by an oral examination covering materials from at least 3 graduate level classes that the student has taken at Syracuse University, as well as relevant materials from undergraduate coursework. The purpose of this examination is to assess the student's background knowledge in his/her primary subject area(s) and his/her preparedness for Ph.D. level research. The exam committee shall consist of at least three faculty members. The majority of the committee membership shall be faculty members from the Department of Civil and Environmental Engineering at Syracuse University. The result of this examination is a decision by the exam committee as to whether or not the student should continue in the Ph.D. program. For the candidate to pass this examination, a majority of the committee must vote favorably. If the student does not pass this examination, he/she can request to retake the examination one more time in the following semester. In the event that the student fails the examination for the second time, he/she will be asked to terminate his/her Ph.D. study.

2. Candidacy Examination: This examination is conducted in the semester after completion of the student's Ph.D. coursework, but no later than the fifth semester after admission into the Ph.D. program. Prior to this examination, the student shall prepare a detailed research proposal that includes, but is not limited to, a review of relevant literature leading to a statement of objectives (including major questions or hypotheses to be addressed in the dissertation), a description of methods and approaches to be used, and a brief description of the significance of the proposed work. The proposal will often include preliminary results from the student's work to date.

The candidacy examination is an oral exam and is presided over by a dissertation committee composed of at least five members. The majority of the committee membership shall be faculty members from the Department of Civil and Environmental Engineering at Syracuse University. This committee will follow the student's work through his/her Ph.D. dissertation defense. Students are required to deliver their research proposals to all dissertation committee members and notify the department graduate secretary of the examination time and place at least two weeks prior to the exam. Any committee member who receives the proposal less than 14 calendar days prior to the examination may ask the department chair for a postponement of the examination.

The norm for the duration of the examination, which is open to all department faculty members, is two hours. The oral examination is initiated by a 30-40 minute summary of the dissertation research proposal and progress to date by the student. Following the presentation, the dissertation committee and department faculty ask the student questions concerning the research proposal. Following the examination, the dissertation committee confers to determine if the student is a suitable Ph.D. candidate based on his/her performance on the candidacy examination, as well as to determine if the student should be required to take additional coursework beyond the minimum required for the degree. If the student successfully completes the candidacy examination by receiving an affirmative vote from the majority of the committee, the advisor notifies the student and the graduate school and the student is considered a Ph.D. candidate. If the student does not successfully complete the candidacy examination, the committee determines whether the student will be permitted to retake the examination after a minimum period of six months or whether the student's Ph.D. program should be terminated.

3. Dissertation Defense: The final phase of the Ph.D. program is the dissertation defense. The doctoral dissertation is a summary of all phases of the student's research endeavor. The final stage in the preparation of this dissertation is its distribution to all members of the dissertation committee. The student should not distribute the final draft of the dissertation until the advisor is satisfied with it. Readers should be presented with a polished draft that has been proofread, paginated, and contains professional quality tables and figures with captions. All members of the dissertation committee must be given at least two weeks to review the dissertation before the defense. Any committee member who receives the thesis less than 14 calendar days prior to the defense may ask the Exam Committee chair for a postponement of the defense.

When the Ph.D. candidate has completed a dissertation that has been approved by his/her advisor, a copy is to be provided to each of the dissertation committee members and a defense date is scheduled. The dissertation defense is an open examination and all members of the University community are invited. This is accomplished by announcements to students and faculty in the department at least one week in advance of the defense, as well as a notice in The Syracuse Record.

The dissertation defense is to be conducted in accordance with University Policies and Procedures for Dissertation and Oral Examination. The norm for the duration of the dissertation defense is two hours. The dissertation defense is usually initiated with a 30-40 minute summary of the research conducted. This is followed by open questioning from the audience. When this is completed, the candidate is questioned by the dissertation committee members. For the candidate to pass the dissertation defense, a majority vote on the quality and originality of the research, the quality of the dissertation, and the performance of the candidate at the examination is required.

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING CURRENT RESEARCH AREAS

- Aquatic chemistry
- Biogeochemistry
- Soil chemistry
- Water quality modeling
- Natural organic matter
- Environmental geostatistics
- Solid-liquid separation processes
- Potable water supply
- Applied surface chemistry
- Applied environmental microbiology
- Bioremediation
- Global biogeochemical cycles
- Changes in microbial communities in response to anthropogenic disturbance
- Applications of molecular biology to environmental engineering
- Application of geosynthetics in dewatering and containment
- Natural and polymeric fibers in soil erosion mitigation
- Microstructure of soil and geosynthetics
- Women in science and engineering
- Anchor foundations
- In situ testing
- Slurry wall containment systems and movement of organics in soil/rock systems
- Properties and applications of geofoms
- Fiber optic sensors
- Geotechnical engineering
- Structural rehabilitation of civil infrastructure
- Bridge retrofit with CFRP composites
- Experimental investigation of structural concrete and steel systems
- Composite and hybrid systems
- FRP reinforced concrete structural systems
- Investigation of structural failures
- Nonlinear structural theories
- Numerical modeling
- Steel structures
- Structural stability
- Structural dynamics
- Earthquake engineering
- Rehabilitation of civil infrastructure

Computer & Information Science

Doctor of Philosophy Programs

The Department of Electrical Engineering and Computer Science (EECS) in the College of Engineering and Computer Science at Syracuse University offers Ph.D. degrees in computer and information science and engineering (CISE) and in electrical and computer engineering (ECE).

The objective of these programs is to graduate doctoral students who:

1. Are scholars in their field of research as evidenced by:

- their ability to do independent research by synthesizing original ideas that are evaluated to be non-trivial contributions by other researchers,
- the mastery of their discipline by being able to recall, comprehend, apply, analyze, synthesize, and evaluate ideas with intellectual rigor using the major concepts and results of their discipline.

2. Can communicate their ideas effectively as evidenced by:

- their ability to write papers, dissertations, and proposals that are judged to be well-written, well-presented, and well-argued,
- their ability to give technical presentations that are judged to be clear, concise, and informative.

The requirements for the Ph.D. programs combine coursework with research work emphasizing mastery of a field of knowledge, familiarity with allied areas, facility in the use of research techniques, responsibility for the advancement of knowledge, and effective communication of ideas. These are tested primarily by comprehensive examinations and the defense of the dissertation rather than by a summation of courses, grades, and credits.

Student research work is led by internationally renowned researchers in their areas of expertise. One of the strengths of our doctoral programs lies in the ability of the faculty to participate in many research areas of an interdisciplinary nature. Even though EECS offers Ph.D. programs in the two areas indicated above, the research interests of many of our faculty connect these areas.

The CISE doctoral program targets those students with research interests in topics generally associated with computer and information science and with software aspects of the computer-engineering field. The ECE doctoral program targets students with research interests in topics encountered in the electrical-engineering field and in the hardware area of computer engineering.

Students in these programs are subject to all regulations of the Graduate School.

The basic structure of the requirements for a Ph.D. degree is the same for both degrees. What differentiates the programs are the details, namely:

1. The list of topics in which students must demonstrate competencies by completing coursework.
2. The topics covered in the written Qualifying Examination Part I.

PH.D. DEGREE PROGRAMS IN COMPUTER AND INFORMATION SCIENCE AND ENGINEERING (CISE) AND ELECTRICAL AND COMPUTER ENGINEERING (ECE)

Admission Requirements Admission to the Ph.D. programs is highly selective. Only those individuals with superior qualifications and a B.S. and/or M.S. from an accredited institution in computer engineering, computer and information science, electrical engineering, or a related field are invited to apply. Accepted students must start their doctoral program of study in the fall semester. No students will be accepted to start the program in the spring semester. Applicants must provide scores on the general test of the Graduate Record Examination (GRE).

In addition, applicants whose native language is not English must provide scores on the Test of English as a Foreign Language (TOEFL).

Each program has its own admission committee that evaluates the overall academic record of an applicant. Each of these committees uses the following general guidelines during the evaluation process:

- GRE Verbal score of 500 or better;
- GRE Quantitative score of 700 or better;
- GRE Analytical Writing score of 4.5 or better (the GRE Analytical multiple choice is not acceptable);
- For international students: TOEFL computer-based score of 250 (paper-based score 600) or better;
- GPA of 3.5/4.0 or better.

Exceptional candidates who may not satisfy the above general guidelines but excel in other criteria (such as publications in technical conferences and/or journals, scholastic achievement) are encouraged to apply.

Students may apply online by completing the application given at the following web site: apply.embarc.com/grad/syracuse/37/.

Guidance Committee A two-person faculty Guidance Committee assists each newly admitted student with program planning. When identified, the dissertation advisor will serve as the principal source of academic advice and counsel.

Residence Requirements Students must also satisfy the residency requirements of the Graduate School. These are given in Section 46.0 (Doctoral Degrees) of the Academic Rules and Regulations of Syracuse University at the following web site: syracuse.edu/policies/currentrr.pdf.

Academic Requirements Degree programs are tailored to meet the needs of the individual, subject to certain general departmental requirements. The Ph.D. program consists of coursework, examinations, presentations, and a dissertation.

A minimum of 52 credits of coursework is required by the CISE and the ECE doctoral programs, beyond those taken for the bachelor's degree.

Coursework Each student must complete at least 48 credits of technical graduate courses at the 600-level or above (courses for graduate students only). Of these 48 credits, 30 credits (number of credits of coursework required for an M.S. degree EECS) provide broad knowledge in the student's field of doctoral work and 18 credits provide depth in student's research area. Therefore, these 18 credits are to be taken from specialized courses at the 700-level or above (graduate courses that have a graduate course as a prerequisite) that support the student's area of research. Independent study courses cannot be used to satisfy the 700-level requirement.

In addition, each student must complete at least 4 credits of professional development courses. This requirement is fulfilled by taking one 3-credit course in presentational speaking and one 1-credit course in fundamentals of research. The course in presentational speaking, taught by the Department of Communication and Rhetorical Studies, will equip our doctoral students with the ability to deliver effective technical presentations. The course in fundamentals of research will provide doctoral students with fundamental skills needed in their pursuit of a doctoral degree within the context of a small research project.

The following is the summary breakdown of credit requirements:

Credits

Technical Courses 48

(30 credits to provide broad knowledge in the student's field of doctoral work; 18 credits to provide depth in the student's research area)

Non-Technical Courses 4

(3 credits of presentational speaking to equip doctoral students with the ability to deliver effective technical presentations; 1 credit of fundamentals of research to provide students with fundamental skills needed in their pursuit of a doctoral degree within the context of a small research project.)

To ensure that all doctoral students have a broad knowledge in their field of doctoral work, they must demonstrate competence by completing coursework in at least three areas from the list associated with the doctoral program the student is pursuing. These two lists are maintained by the program committees of the department. The topics in these lists may vary to reflect the change of their importance in providing doctoral students with a broad education. For example, currently:

• A student in the CISE doctoral program must demonstrate competence by completing coursework in at least three of the following areas:

- o Algorithms
- o Architecture
- o Artificial Intelligence
- o Hardware Systems
- o Logic and Theory of Computation
- o Operating Systems
- o Programming Languages and Compilers
- o Software Systems

• A student in the ECE doctoral program must demonstrate competence by completing coursework in at least three of the following areas:

- o Algorithms
- o Circuits
- o Communications
- o Computer Architecture and Hardware Design
- o Control Systems
- o Devices
- o Electromagnetics
- o Power
- o Software Systems

Examinations and Colloquium Presentations Students must pass the qualifying examination associated with the doctoral program they are pursuing, proposal defense, and dissertation defense. In addition, students must present their research results to the faculty at the department Colloquium Series.

Qualifying Examination (QE) The QE is composed of two parts: Qualifying Examination Part 1 (QE1) which consists of the written eligibility examination, and Qualifying Examination Part 2 (QE2) which consists of the research examination. To pass the QE, doctoral students must pass both of these examinations.

The objective of the **QE1: Written Eligibility Examination** is to ensure that students have mastered the fundamentals pertinent to their doctoral program of study and possess the mathematical maturity necessary to undertake doctoral research. The QE1 must be taken by all students in a doctoral program in the spring semester of their first year of matriculation into the program regardless of whether they have entered the program with a bachelor's or master's degree. In the beginning of each fall semester, the department provides students with the scopes of these examinations. The scopes may vary to reflect the current importance of the topics covered by them.

The objective of the **QE2: Research Examination** is to ascertain that the doctoral student is ready to engage in research. It will include the student's presentation of results of a mini research project, chosen by the student after passing the QE1. It must be taken by all students in a doctoral program in the spring semester of their second year of matriculation into the program.

Candidacy Doctoral students are admitted to candidacy after passing the QE. Therefore, they are considered Ph.D. candidates only after passing this examination.

Research Committee After passing the QE, the student must identify a faculty member of EECS who will supervise his/her dissertation. The dissertation advisor will guide the student in forming a research committee consisting of two additional faculty members. If any one of these additional faculty members is not from the EECS department, then the membership of the committee must be approved by the chair of EECS. The dissertation advisor will be the chair of this three-member committee. This committee will guide the student during the dissertation work.

Proposal Defense (PD) The objective of this oral exam is for the student to demonstrate suitable selection of a dissertation topic and adequate preparation for said research. This exam must be taken within two years of passing the QE.

After passing the PD, the student prepares a dissertation, normally carried out under the supervision of the dissertation advisor. While preparing the dissertation, the student gives a presentation(s) of his/her research work at the department Colloquium Series.

Colloquium Presentation The objective of the student's presentation(s) at the Department Colloquium Series is to communicate the student's research results to the faculty and students of the department. The student must give at least one talk at this colloquium based on his/her dissertation prior to the final dissertation defense.

The student may request a final oral examination only upon completion of the dissertation and after its approval by the student's research committee. The research committee is responsible for assessing that the doctoral candidate is a scholar in his/her field of research and can communicate ideas effectively. The assessment demonstrating that the doctoral student has achieved scholarly status must include an outside evaluation by a scholar in the field of the student's dissertation work. This outside evaluation can be in the form of an outside reader who is not a member of the student's research committee, publication in technical journals, or publication in proceedings of refereed conferences.

Dissertation Defense The objective of this oral exam is to give final certification of doctoral dissertations. It consists of a capstone seminar to communicate main contributions in the doctoral dissertation, open to general audience, followed by an in-depth technical assessment of student's work by the examining committee. The examining committee will assess mainly the student's dissertation work but may also assess the student's mastery of related topics and previous work in the field.

Financial Support Financial support for Ph.D. students is available in many forms. Such support normally entails a stipend in addition to a scholarship. Graduate teaching assistants, graduate research assistants, fellows, and other students supported financially by the University must exhibit satisfactory progress toward the chosen degree to be reappointed each year. Satisfactory progress is determined by EECS faculty during the yearly review of all doctoral students.

Time Limit As required by the Graduate School, all requirements for the Ph.D. degree must be met within five years of the satisfactory completion of the QE.

MASTER OF PHILOSOPHY

The master of philosophy is an intermediate degree between the academic master's degree and the doctor of philosophy. In order for the master of

philosophy degree to be awarded, a student must complete all the requirements for the doctoral degree except the dissertation.

CURRENT RESEARCH AREAS

Artificial Intelligence Image segmentation and restoration; pattern and shape recognition; computer vision; expert systems; intelligent systems and other applications of fuzzy logic, neural networks and evolutionary algorithms; learning classifier systems.

Communications and Signal Processing Detection and estimation theory; distributed signal processing and data fusion; adaptive signal processing algorithms and architectures; radar signal processing; knowledge-based signal processing; image processing; digital communications; information theory and processing of auditory signals by the nervous system; coding; parallel algorithms for signal processing; complexity of DSP algorithms; communication networks; photonic communications; weak signal detection in non-Gaussian environments; analysis of bistatic radars.

Complex Systems Evolutionary algorithms, neural networks, self-organizing systems, dynamical systems, distributed multi-agent systems.

Distributed Information Systems Multimedia systems; object-oriented databases; multimedia transport protocols; high bandwidth networks; distributed conferencing; visualization and virtual reality; multimedia storage systems, including optical systems; video on demand; distributed multimedia applications; web technology.

Electromagnetic Fields and Antennas Electromagnetic aperture problems; application of matrix methods to radiation and scattering systems; iterative methods for large electromagnetic problems; analysis of printed circuits; adaptive and smart antennas; antenna arrays; antenna array synthesis; development of high-pulsed power systems; analysis of small radomes; time-domain radar; microwave remote sensing of earth terrain; wave propagation in random media; scattering from random surfaces; scattering from composite dielectric and conducting targets; waves in complex media; radar clutter modeling; millimeter and microwave integrated circuits; numerical solution of electromagnetic field problems.

High Confidence Design Formal methods; formal specification, synthesis and verification of software and hardware; computer security; network security.

Logic in Computer Science Mathematical foundations of hybrid systems and continuous computation, logics for hybrid and continuous computation, quantum computation.

Microelectronics Solid state sensors; nonlinear dielectric and optical materials; thin film growth and processing, high speed electronic devices and circuits; and power electronics.

Neural Networks New learning algorithms, adaptive connection systems, self-organizing networks, pattern recognizers, spatio-temporal networks, modular networks, hierarchical networks, evolutionary algorithms, fault-tolerant neural networks, models of biological systems, classification and clustering algorithms.

Optics and Wave Phenomena Wave propagation and applications, linear and nonlinear, dispersive and nondispersive; acousto-optic interactions; optical information processing and optical bistability; optical wave mixing; holography; optical interconnects; optical computing algorithms and architectures; pipelined optical binary computing; wave propagation through random media; waves and fields in anisotropic media; nonlinear echoes.

Photonics and Optical Engineering Optical information processing; interconnection and communication networks; fiber optics, fiber light amplifiers, and lasers; photorefractive and bio-optical materials and their applications in wave-mixing and dynamic holography; micro-optic fabrication; optical computing; electro-optics; optical memory; optical wave propagation and diffractions.

Programming Languages Denotational semantics, logics of programs, formal methods, semantic models of parallel programs, fair behavior and liveness properties of parallel programs, applications of semantic models to program design, parallel program correctness.

RF and Wireless Engineering Analysis and design of RF and Wireless and satellite communication circuits and systems.

Software Engineering Software models; metric and formal methods; fault-tolerant software and software reliability; software reusability; object-oriented software engineering methods and tools; techniques for software engineering data analysis; distributed and parallel software development; trusted systems.

Systems Assurance Systems assurance focuses on the design, development, and deployment of information systems with a particular emphasis on networked systems, information assurance, information security, information integrity, and privacy. Our research focuses on the ways information systems are designed to work reliably, safely, correctly, and securely. These methods also aim to reduce the complexity of systems assurance. Our research also focuses on developing algorithms and protocols to achieve security and privacy in network and distributed computing.

Theory of Computation Computational complexity of higher-order functionals, complexity of “lazy” computation, biological models of computation, and computational learning theory.

VLSI Computer-aided design and architectures design, verification and testing of VLSI systems aided by EDA tools (Cadence, Synopsys, etc.); design of digital, analog, and mixed-signal systems; functional verification; testing; computer-aided design techniques for routing, simulation, verification, and synthesis; silicon compilation; formal verification; high-level synthesis; system integration; applications of declarative programming languages; algorithms and architectures for parallel and distributed systems.

SYSTEMS ASSURANCE INSTITUTE (SAI)

The SAI is a collaboration of four renowned Syracuse University institutions: L.C. Smith College of Engineering and Computer Science, School of Information Studies, S.I. Newhouse School of Public Communications, and the Maxwell School of Citizenship and Public Affairs. SAI advances the understanding and state-of-the-practice of systems assurance by providing a collaborative focus among Syracuse University faculty and external affiliates. The collaboration encompasses three major areas: basic and applied research, academic education and workforce development training, and technology transfer prompting economic growth. Technology transfer is accomplished through Syracuse University’s Computer Applications and Software Engineering (CASE) Center. For more information about SAI, visit: sai.syr.edu/. Information about the NSF Scholarship for Service may also be found at this web site.

RESEARCH LABORATORIES

Communication Laboratory This laboratory is dedicated to communication and signal processing research. On-going research projects involve transceiver design for OFDM wireless communication systems, collaborative information processing for wireless sensor networks, and space time adaptive processing for airborne radar applications. This lab provides state-of-the-art facilities.

SCIENS Lab SCIENS Lab conducts research on information security, computer, and network security. The ongoing projects conducted in this lab include network security, wireless ad hoc and sensor network security, privacy preserving data mining, and grid computing security. The lab is also developing a virtual laboratory environment for computer and network security education.

Distributed Multiagent Laboratory (DMA Lab) The DMA lab provides a unique environment for exploring basic research and applications on distributed multiagent systems. Areas of research include software agents, real-time intelligent distributed systems, evolutionary and Bayesian game theory, applications of artificial intelligence techniques on computer systems problems, and Internet algorithms and applications.

Fiber Fabrication Research Laboratory This laboratory has a facility for fabricating specialty optical fibers; vacuum systems, including a special ultra-high vacuum system for evacuating ampoules; various furnaces, including a high-pressure furnace for preform fabrication; a fiber-pulling tower capable of drawing about 3 km of fiber from a 20 cm preform; and extensive fiber analysis equipment, including a special fiber microscope and an automatic optical spectrum analyzer. A process has been developed here for fabricating fibers with very thin layers of optically active material at the core cladding boundary. The optically active materials are semiconductors, metals, lithium niobate, and magnetic materials. These fiber devices are typically 3 to 20 mm long and have a large variety of applications in communication, computer memories, and sensors. Examples of these applications are fiber light amplifiers, sonar detectors, and true image light amplifiers in full color and 3-D, etc. Both graduate and undergraduate students participate in this research.

Microelectronics Laboratory This laboratory has processing and measuring instrumentations for the fabrication and characterization of integrated devices and circuits. The laboratory is equipped with thin film deposition systems, including ion beam assisted sputtering system, thermal evaporation system. Photolithography, high temperature diffusion furnace and chemical processing set ups allow students to build semiconductor devices, thin film sensors, and integrated circuits. Measurement equipments include four-point probe system for measuring capacitance and dielectric loss as a function of frequency and temperature, hall measurement, etc. This laboratory facility is used for both research and teaching. Ongoing research projects involve development of metal-oxide gas sensors, conductive transparent film for solar applications.

Photonics Laboratory The Photonics Laboratory has five fully equipped optics rooms. Each has a vibration isolated optical table and various kinds of optical devices and elements. It has a one-dimensional detector array, a digital rail, a CCD camera and image processing system, a digital scope, and various photo-detectors and laboratory accessories. In addition, we have a 5-W Argon Ion laser, a 50 mW He-Ne laser, and a number of semiconductor lasers. Research efforts include information processing for two-dimensional and three-dimensional data related to military as well as commercial applications, micro-fabrication of electro-optical diffractive optical elements, photonic switching as related to computer and communication networks, real-time holography for free-space beam steering and optical intersections, and three-dimensional optical memory and molecular electronics for the future generation of high-density and large-capacity digital storage devices.

RF, Wireless, and Signal Processing Laboratory Fabrication facilities exist here to make printed circuits with accuracy up to 70 microns, both for VLSI and microwave CAD. Equipment for characterizing devices directly in both time and frequency domains is also available. The laboratory is equipped with a Waveform Processing System capable of analyzing devices up to 18 gigahertz. In addition, a Vector Network analyzer operating from 45 megahertz to 26.5 gigahertz can not only characterize noise figures of devices, but can also measure various network parameters of printed circuits, devices, and antennas. This equipment is computer controlled for higher accuracy and ease of measurement. In addition, a high-power Quantronix laser system provides the capability of performing research in impulse radar technology. With the help of laser-activated photo-conductive switches it is possible to generate kilovolt amplitude electrical pulses of 300 picoseconds duration. Several high-end workstations provide the capability of solving challenging problems in electromagnetics and signal processing. By adding DSP boards to Pentium processors it is also possible to carry out real-time adaptive signal processing.

Sensor Fusion Laboratory The primary focus of this laboratory is research related to statistical signal processing for multisensor systems. Current research projects involve signal processing for distributed detection and estimation, image registration and fusion algorithms for remote sensing, fusion algorithms for multimodal sensors, theory and application of stochastic resonance and application of wireless sensor networks for intelligent buildings. This laboratory provides state-of-the-art computing facilities.

SLIV: The System Level Integration and Verification Laboratory is part of the Department of Electrical Engineering and Computer Science at Syracuse University, and is directed by Nazanin Mansouri. The mission of the laboratory is research and development of tools and methodologies specifically targeted to computer-aided design and verification (CAD) of micro electronic systems on a single chip (SOCs). The SLIV Laboratory was established to address the challenges presented by the rapid increase in size and complexity of the integrated circuits and the shift of interest from design of complex systems on a single board to the design of complex systems on a single chip. The goal of the laboratory is to become a center of excellence in development of high-performance Electronic Design Automation (EDA) tools.

Research in the SLIV Laboratory focuses on investigation and development of methodologies for high-level modeling and high-level system design and verification. A main emphasis of this laboratory is investigating safety, reliability, and correctness by construction issues in design and integration of SOCs, and innovative application of formal methods in modeling, design, and verification of single chip systems. The educational goal of the laboratory is to serve as an environment for student participation in design activities, and for interaction among the students involved in microelectronics design. It provides research opportunities for graduate as well as undergraduate students. The students learn through hands on experience, and by applying the concepts learned in the classroom. Currently, three Ph.D. students and four M.S. students are among the research members of the lab.

VLSI Systems Design and CAD Laboratory aims to develop design methodologies and techniques that empower designers to design, test, verify, and build systems on a chip. Current research focus is around high-level synthesis for digital and mixed-signal systems, reconfigurable computing, and CAD for physical design.

Computer Engineering

M.S. IN COMPUTER ENGINEERING

Course Requirements

1. A minimum of 30 credits of graduate work beyond the B.S. degree is required.
2. The student must maintain a cumulative total GPA of at least a 3.0 in those courses to be credited towards the M.S. degree, and a minimum cumulative total GPA of 2.8 in all graduate courses taken at Syracuse University.
3. A maximum of 9 credits of transfer credit of graduate coursework taken at another university with a grade of B or better may be included in M.S. programs.
4. A maximum of 12 credits taken at Syracuse University before the semester of admission may be included in an M.S. program provided they are relevant to a program in computer engineering and have a grade of B or better.
5. Late in the first semester, the student fills out a preliminary program of study. Early in a student's final semester, a Program of Study must be submitted on forms available from the department. A Diploma Request Card must also be submitted at that time.
6. To maintain full-time status in the EECS Department, students must register for 9 credits per semester. Part-time students must complete at least 6 credits per academic year.
7. Each student must select one of the three following tracks for the degree: (1) Hardware Systems Track, (2) Software Systems Track, and (3) Security and

Assurance Systems Track. Each student's program must include CIS 675 and CSE 661. Moreover, each student in the Hardware Systems Track must include CSE 664 and CSE 687 in their program, each student in the Software Systems Track must include CSE 681 and CSE 687 in their program, and each student in the Security and Assurance Systems Track must include CSE 643 and CSE 644 in their program. These courses represent the student's core program and are to be taken as early as possible in the program. In addition, each student's program must include at least two more elective track-specific courses in the selected track. Elective courses in the Hardware Systems Track include CSE 671, CSE 731, CSE 764, CSE 765, CSE 771, CSE 772, CSE 773, CSE 788, CSE 789, CSE 864, and ELE 643. Elective courses in the Software Systems Track include CIS 623, CIS 625, CIS 631, CIS 632, CIS 657, CSE 643, CSE 644, CSE 682, CSE 686, CSE 775, CSE 776, CSE 778, CSE 781, CSE 782, CSE 784, and CSE 787. Elective courses in the Security and Assurance Systems Track include CIS 628, CIS 657, CIS 632, CSE 607, CSE 765, CSE 774, CSE 681, and CSE 687. Special Topics courses 600-level and above and master's thesis may be included in a specific track if approved by the Computer Engineering Program Committee.

8. Programs must include a minimum of 18 credits of CSE courses.

9. Students may select a thesis option or a project option. Thesis students must include in their programs at least one 700-level (or higher) course. Non-thesis students must include at least three 700-level (or higher) courses. These must all be ELE or CSE courses except that (at most) one may be a 700-level (or higher) CIS course. Independent study courses may not be used to satisfy this requirement.

10. No more than 6 credits of 500-level courses may be included in the M.S. program.

11. The master's thesis must be prepared in accordance with the Graduate School's instructions for the Preparation of Theses and Dissertations and must be approved by the thesis advisor. Theses must be presented orally and defended before a faculty panel. The master's project summary and report must be prepared in accordance with department requirements (available from the department) and must be approved by the project advisor.

12. Students may select the remaining courses from the graduate offerings of this or other departments, provided these courses have technical content appropriate to their M.S. program.

13. Students electing the thesis option must include CSE 997 Master's Thesis (normally 6 credits) in their programs of study. Students electing the nonthesis option must include CSE 996 Master's Project (0 credits) in their programs of study. In such cases students must submit department approval.

14. The master's project must be completed no later than the last semester of full-time coursework.

15. Students who do not hold a B.S. degree in computer engineering or a related field may be admitted to a 60-credit program. This program includes the following 30 credits of remedial undergraduate courses that may be completed in one year:

ELE 231, 232 Electrical Engineering Fundamentals I, II
CSE 261 Digital Logic Design
CSE 281 Computer Organization and Assembly Language
CSE 381 Computer Architecture
CSE 382 Algorithms and Data Structure
CSE 397,398 Computer Lab I, II
CSE 458 Data Networks: Basic Principles
CSE 486 Design of Operating Systems

Students who have demonstrated competence in any of the above subjects may request a waiver of the corresponding courses. The remedial coursework must be completed before registering for graduate courses. The remaining 30 credits must satisfy the requirements for the MSCE stated earlier.

ELECTRICAL ENGINEER DEGREE

The degree of electrical engineer allows qualified students to pursue their graduate education beyond the M.S. The program is designed to provide mastery of a field of knowledge and familiarity with related fields, as well as to develop a capacity for independent study.

Admission Requirements

1. B.S. in electrical or computer engineering or a related field with an average of 3.0 or better on a scale of 4.0 from an accredited institution, or
2. M.S. in electrical or computer engineering or a related field.

Applicants are informed of any additional requirements when their applications are processed.

Guidance Each student is assigned a guidance committee to help plan the program of study.

Program Summary The program consists of coursework, qualifying examinations, and a project. The minimum program consists of 60 credits beyond the B.S. including 6 credits for the Engineer Degree Project (ELE 995). The student must maintain at least a 3.0 average.

Required Courses A student's program must include the coursework required for the M.S. degree in electrical engineering, computer engineering, or an acceptable related area completed either at Syracuse University or elsewhere. In addition, the student must take at least 4 ELE/CSE courses at or above the 700 level beyond M.S. degree; Independent study courses may not be used to satisfy this requirement.

Qualifying Examinations Students working toward an electrical engineer degree must pass the written qualifying examinations required for the Ph.D. Students are examined on basic undergraduate and graduate material in electrical engineering, computer engineering, and applied mathematics. The current list of areas and descriptions of the nature and scope of these examinations can be obtained from the department office. The examinations may not be taken more than twice. Credit granted for work at other approved institutions does not exempt a student from the qualifying examinations.

The Electrical Engineer Degree Project ELE 995 The Electrical Engineer Degree Project ELE 995 carries 6 credits. The student undertakes an investigation which may be original research, an application of the state-of-the-art, a solution of a set of related problems, or a critical survey of a special topic. The student is assigned a project advisor who must approve the topic and agree to direct the work. Students with engineering employment may make arrangements to carry out the project work at the employer's premises or laboratory, provided the advisor has unrestricted access to the work. A formal project report and a final oral examination on the project are required after completion of all graduate work.

COMPUTER ENGINEER DEGREE

Admission Requirements An M.S. in computer engineering, electrical engineering, or a related field from an accredited institution is required, with an average of 3.3 or better on a scale of 4.0. Applicants are informed of any additional requirements when their applications are processed.

Guidance Each student is assigned a guidance committee to help plan a program of study.

Program Summary The program consists of coursework, qualifying examinations, and a project.

The minimum program consists of 60 credits beyond the B.S. degree, at least 4 ELE/CSE courses exclusive of independent study must be at or above the 700 level beyond M.S. degree. The student must maintain an average of 3.0 or better on a scale of 4.0.

Qualifying Examination Written qualifying examinations are administered at the end of the student's formal coursework. Each student is examined in specific topic areas.

The current list of topics and descriptions of the nature and scope of these examinations may be obtained from the department office. All examination topics must have the approval of the student's guidance committee and one topic must be in the student's major field.

Examination periods are scheduled twice a year. The student must take all examinations during the same examination period. Credit granted at other approved institutions does not exempt a student from any part of the qualifying examination.

The Computer Engineer Degree Project CSE 995 This project allows the student to undertake an investigation which may be original research, an application of the state-of-the-art, a solution of a set of related minor problems, or a critical survey of a special topic. The topic may be suggested by a faculty member or, preferably, by the student.

The student is assigned a project advisor, who must approve the topic and agree to direct the work.

Students with engineering employment may make arrangements to carry out the project work on the employer's premises or laboratory, provided the advisor has unrestricted access to the work.

A formal project report and a final examination on this report are required after the completion of all graduate work.

Time Limit Degree requirements must be completed within a period of three years after the student passes the qualifying examinations.

Combined B.S.And M.S. In Computer Science

Combined Degree Program

Contact Jae C. Oh, Program Director, 4-283Center for Science and Technology, 315-443- 4740, Fax 315-443-2583; jcoh@syr.edu.

B.S. AND M.S. IN COMPUTER SCIENCE

This combined degree program is offered for the student who wants to complete consecutively the bachelor's and master's degrees in computer science. The combined degree program is designed to be completed in five years, with the student taking two master's degree courses in the senior year. One graduate course may be counted towards both the bachelor's and the master's degrees, so that the two degrees together require at least 150 credits. The student is normally certified for the bachelor's degree at the end of the fourth year and for the master's degree at the end of the fifth year.

Admission to the combined degree program, normally requested during the second semester of the junior year, is based on academic performance.

Electrical Engineering & Computer Science

MASTER OF SCIENCE PROGRAMS

For students who want to expand their technical expertise beyond their undergraduate major, the Department of Electrical Engineering and Computer Science (EECS) offers master of science (M.S.) degrees in computer engineering, computer science, and electrical engineering. EECS has a long and distinguished record of graduate education, with many of our graduates placed in key positions in industry. Graduates from our master's programs are well-represented in such corporations as IBM, General Electric, Lockheed Martin, Microsoft, and Intel. In all of these degrees, students have the option of completing the M.S. degrees by taking only courses, or by combining coursework with a master's thesis.

Students who are contemplating continuing their studies at the Ph.D. level are encouraged to complete an M.S. degree with the thesis option. Students enrolled in the nonthesis option in one of these M.S. programs may finish the M.S. degree in one year if they choose. To accomplish this, students must take courses in the fall, spring, and summer semesters. Students may also complete the degree in a less intensive fashion over three or four regular semesters.

Furthermore, students have the opportunity to have an industrial experience as part of their programs of study by working in an industrial setting for a block period of three to four months. Students may work up to a maximum three blocks during their master's program of study under the curriculum practical training (CPT) option.

Professionals having a baccalaureate degree in fields other than computer engineering, computer science, or electrical engineering who are seeking a career change may take advantage of an opportunity to obtain an M.S. degree in one of these fields by combining suitable remedial undergraduate coursework with the regular program of graduate study.

M.S. IN COMPUTER SCIENCE

Each candidate must submit a coherent program of 10 graduate courses (30 credits), which must be passed with a grade point average of 3.0 (B) or better. Students also need to satisfy a minimum cumulative total GPA of 2.8 in all graduate courses taken at Syracuse University. In each of the core courses, the student must achieve a grade of B- or better. No more than 6 credits of 500-level courses may be included in the program. However, CIS 521, CIS 541, CIS 542, CIS 551, CIS 555, or CIS 556 cannot be included in any M.S. in computer science program of study. The Graduate School requires that master's programs be completed within seven years and that the student maintain a satisfactory rate of progress toward completion of degree requirements at all times. Within this program the student may elect to prepare and defend a master's thesis, in accord with the rules of the Graduate School, for up to six of the required 30 credits.

All candidates for the M.S. in computer science must complete the computer science core:

CIS 623 Structured Programming and Formal Methods
CIS 655 Computer Architecture
CIS 657 Principles of Operating Systems
CIS 675 Design and Analysis of Algorithms

Candidates are required to complete the final examinations in all core courses with an average grade of 3.0 (B) or better.

Students whose native language is not English will be required to demonstrate proficiency, both written and oral, in the English language. Students found to be deficient will be strongly advised to take remedial courses outside the degree program. Students with inadequate background in discrete mathematics and data structures may be required to take remedial courses, and those remedial courses cannot be counted toward the 30 credits required for the master's degree.

The program must include a minimum of 18 credits of CIS courses and 8 courses at the 600-level or higher. Where applicable, students are required to complete stated prerequisites before enrolling in advanced courses. Responsibility for seeing that prerequisites are met rests with the student. To maintain full-time status in the EECS department, students must register for 9 credits per semester. Part-time students must complete at least 6 credits per academic year. Other program regulations may exist. Students are expected to follow all program regulations.

One-Year M.S. Program in Computer Science

Students may finish the master's degree in computer science in one year if they choose to do so. To do this, they must start the program in the fall semester, take four courses in the fall semester, four courses in the spring semester, and two courses in the summer. Students may also complete the degree in a less intensive fashion over three or four semesters.

International students must be enrolled for at least nine credits (usually three courses) during the fall semester and at least nine credits in the spring semester (for a total of at least 18 credits per year).

Three-Year M.S. Plan

The baccalaureate degree in many fields outside computer science may not constitute adequate preparation for the mathematical and technical aspects of graduate study in computing. Students with such a background who nevertheless are seriously interested in a graduate degree in computer science may achieve the needed preparation by combining suitable undergraduate coursework with the regular program of graduate study requiring an additional year of coursework. Students beginning this work should have one year of calculus equivalent to MAT 295 and MAT 296, and at least one high-level programming language equivalent to CPS 196 Introduction to Computer Programming: C, or CPS 335 JAVA Programming for the Internet. (See Syracuse University Undergraduate Catalog for descriptions of MAT 295, MAT 296, CPS 196, CPS 296, CPS 335.) The following three-year plan of combined undergraduate and graduate coursework provides the student with the preparation described above, needed for completion of the graduate courses for the M.S. Courses numbered below 500 do not carry graduate credit and constitute the intermediate preparation needed for graduate courses listed later in the plan. Requirements for the M.S. in computer science remain as described above.

First semester (Fall)

CIS 275 Introduction to Abstract Mathematics
ECS 101 Introduction to Engineering and Computer Science
CIS 341 Computer Organization and Programming Systems
CIS 351 Data Structures

Second Semester (Spring)

CIS 252 Introduction to Computer Science
CIS 352 Programming Languages: Theory and Practice

Third Semester (Fall)

CIS 453 Software Specification and Design
CIS 675 Design and Analysis of Algorithms

Fourth Semester (Spring)

CIS 454 Software Implementation
CIS 623 Structured Programming and Formal Methods
CIS 655 Computer Architecture

One elective graduate course

Fifth Semester (Fall)

CIS 657 Principles of Operating Systems
Two elective graduate courses

Sixth Semester (Spring)

Three elective graduate courses

Exemption examinations are given in certain of these courses so that the student may determine whether he/she already has equivalent knowledge of the subject material.

Admission

The graduate advisor is guided by the following admission requirements, which are intended to be the equivalent of the level of competency attained by a holder of the B.S. in computer science from the Department of Electrical Engineering and Computer Science.

Candidates are expected to possess competency in the following areas at a level equivalent to at least one of the indicated courses to each area. When an applicant's record indicates deficiencies in any of these areas, the graduate advisor will require that appropriate remedial courses be taken. Graduate level courses taken for remediation may be included in an M.S. program to the extent permitted by other requirements.

(1) Higher-Level programming

CIS 351 Data Structures
CIS 352 Programming Languages: Theory and Practice
CIS 453 Software Specification and Design
CIS 454 Software Implementation

(2) Assembly Language Programming

CIS 341 Computer Organization and Programming Systems

(3) Mathematics

CIS 275 Discrete Mathematics

(4) Theoretical Computer Science

(5) Algorithms and Computational Techniques
CIS 575 Introduction to Analysis of Algorithms
MAT 581 Numerical Methods with Programming I

Combined B.S./M.S. Degree in Computer Science

This combined degree program is designed for students who want to consecutively complete the bachelor's and the master's degree in computer science. The program may be completed in five years with students taking two master's degree courses in their senior year. One graduate course may be shared between the two programs of study, so that the M.S. requires only 27 additional credits. Students are normally certified for the bachelor's degree at the end of their fourth year and for the master's degree at the end of their fifth year.

Admission to this program, usually requested in the junior year, will be based on academic progress.

CONCURRENT M.S. DEGREES IN COMPUTER SCIENCE AND MATHEMATICS

MASTER OF SCIENCE IN COMPUTER SCIENCE AND MATHEMATICS

In collaboration with the Mathematics Department in the College of Arts & Sciences, the Department of Electrical Engineering and Computer Science offers concurrent M.S. degrees in computer science and mathematics. Students complete a total of 51 credits, 30 in mathematics and 21 in computer science. Students who want to pursue this program should have a solid background in undergraduate mathematics, and knowledge of programming in high-level languages and of algorithms and data structures adequate for graduate study in computer science.

For further information, please contact the Graduate Enrollment Management Center, 315-443-4492, grad@syr.edu

Current EECS students: please contact the EECS Graduate Records Office, 315-443-2655, kbpardee@syr.edu

Electrical & Computer Engineering

Doctor of Philosophy Programs

The Department of Electrical Engineering and Computer Science (EECS) in the College of Engineering and Computer Science at Syracuse University offers Ph.D. degrees in computer and information science and engineering (CISE) and in electrical and computer engineering (ECE).

The objective of these programs is to graduate doctoral students who:

1. Are scholars in their field of research as evidenced by:
 - their ability to do independent research by synthesizing original ideas that are evaluated to be non-trivial contributions by other researchers,
 - the mastery of their discipline by being able to recall, comprehend, apply, analyze, synthesize, and evaluate ideas with intellectual rigor using the major concepts and results of their discipline.
2. Can communicate their ideas effectively as evidenced by:
 - their ability to write papers, dissertations, and proposals that are judged to be well-written, well-presented, and well-argued,
 - their ability to give technical presentations that are judged to be clear, concise, and informative.

The requirements for the Ph.D. programs combine coursework with research work emphasizing mastery of a field of knowledge, familiarity with allied areas, facility in the use of research techniques, responsibility for the advancement of knowledge, and effective communication of ideas. These are tested primarily by comprehensive examinations and the defense of the dissertation rather than by a summation of courses, grades, and credits.

Student research work is led by internationally renowned researchers in their areas of expertise. One of the strengths of our doctoral programs lies in the ability of the faculty to participate in many research areas of an interdisciplinary nature. Even though EECS offers Ph.D. programs in the two areas indicated above, the research interests of many of our faculty connect these areas.

The CISE doctoral program targets those students with research interests in topics generally associated with computer and information science and with software aspects of the computer-engineering field. The ECE doctoral program targets students with research interests in topics encountered in the electrical-engineering field and in the hardware area of computer engineering.

Students in these programs are subject to all regulations of the Graduate School.

The basic structure of the requirements for a Ph.D. degree is the same for both degrees. What differentiates the programs are the details, namely:

1. The list of topics in which students must demonstrate competencies by completing coursework.
2. The topics covered in the written Qualifying Examination Part I.

PH.D. DEGREE PROGRAMS IN COMPUTER AND INFORMATION SCIENCE AND ENGINEERING (CISE) AND ELECTRICAL AND COMPUTER ENGINEERING (ECE)

Admission Requirements Admission to the Ph.D. programs is highly selective. Only those individuals with superior qualifications and a B.S. and/or M.S. from an accredited institution in computer engineering, computer and information science, electrical engineering, or a related field are invited to apply. Accepted students must start their doctoral program of study in the fall semester. No students will be accepted to start the program in the spring semester. Applicants must provide scores on the general test of the Graduate Record Examination (GRE). In addition, applicants whose native language is not English must provide scores on the Test of English as a Foreign Language (TOEFL).

Each program has its own admission committee that evaluates the overall academic record of an applicant. Each of these committees uses the following general guidelines during the evaluation process:

- GRE Verbal score of 500 or better;
- GRE Quantitative score of 700 or better;
- GRE Analytical Writing score of 4.5 or better (the GRE Analytical multiple choice is not acceptable);
- For international students: TOEFL computer-based score of 250 (paper-based score 600) or better;
- GPA of 3.5/4.0 or better.

Exceptional candidates who may not satisfy the above general guidelines but excel in other criteria (such as publications in technical conferences and/or journals, scholastic achievement) are encouraged to apply.

Students may apply online by completing the application given at the following web site: apply.embarc.com/grad/syracuse/37/.

Guidance Committee A two-person faculty Guidance Committee assists each newly admitted student with program planning. When identified, the dissertation advisor will serve as the principal source of academic advice and counsel.

Residence Requirements Students must also satisfy the residency requirements of the Graduate School. These are given in Section 46.0 (Doctoral Degrees) of the Academic Rules and Regulations of Syracuse University at the following web site: syracuse.edu/policies/currenttrr.pdf.

Academic Requirements Degree programs are tailored to meet the needs of the individual, subject to certain general departmental requirements. The Ph.D. program consists of coursework, examinations, presentations, and a dissertation. A minimum of 52 credits of coursework is required by the CISE and the ECE doctoral programs, beyond those taken for the bachelor's degree.

Coursework Each student must complete at least 48 credits of technical graduate courses at the 600-level or above (courses for graduate students only). Of these 48 credits, 30 credits (number of credits of coursework required for an M.S. degree EECS) provide broad knowledge in the student's field of doctoral work and 18 credits provide depth in student's research area. Therefore, these 18 credits are to be taken from specialized courses at the 700-level or above (graduate courses that have a graduate course as a prerequisite) that support the student's area of research. Independent study courses cannot be used to satisfy the 700-level requirement. In addition, each student must complete at least 4 credits of professional development courses. This requirement is fulfilled by taking one 3-credit course in presentational speaking and one 1-credit course in fundamentals of research. The course in presentational speaking, taught by the Department of Communication and Rhetorical Studies, will equip our doctoral students with the ability to deliver effective technical presentations. The course in fundamentals of research will provide doctoral students with fundamental skills needed in their pursuit of a doctoral degree within the context of a small research project.

The following is the summary breakdown of credit requirements:

Credits

Technical Courses 48

(30 credits to provide broad knowledge in the student's field of doctoral work; 18 credits to provide depth in the student's research area)

Non-Technical Courses 4

(3 credits of presentational speaking to equip doctoral students with the ability to deliver effective technical presentations; 1 credit of fundamentals of research to provide students with fundamental skills needed in their pursuit of a doctoral degree within the context of a small research project.)

Total 52

To ensure that all doctoral students have a broad knowledge in their field of doctoral work, they must demonstrate competence by completing coursework in at least three areas from the list associated with the doctoral program the student is pursuing. These two lists are maintained by the program committees of the department. The topics in these lists may vary to reflect the change of their importance in providing doctoral students with a broad education. For example, currently:

• A student in the CISE doctoral program must demonstrate competence by completing coursework in at least three of the following areas:

- o Algorithms
- o Architecture
- o Artificial Intelligence
- o Hardware Systems
- o Logic and Theory of Computation
- o Operating Systems
- o Programming Languages and Compilers
- o Software Systems

• A student in the ECE doctoral program must demonstrate competence by completing coursework in at least three of the following areas:

- o Algorithms
- o Circuits
- o Communications
- o Computer Architecture and Hardware Design
- o Control Systems
- o Devices
- o Electromagnetics
- o Power
- o Software Systems

Examinations and Colloquium Presentations Students must pass the qualifying examination associated with the doctoral program they are pursuing, proposal defense, and dissertation defense. In addition, students must present their research results to the faculty at the department Colloquium Series.

Qualifying Examination (QE) The QE is composed of two parts: Qualifying Examination Part 1 (QE1) which consists of the written eligibility examination, and Qualifying Examination Part 2 (QE2) which consists of the research examination. To pass the QE, doctoral students must pass both of these examinations.

The objective of the **QE1: Written Eligibility Examination** is to ensure that students have mastered the fundamentals pertinent to their doctoral program of study and possess the mathematical maturity necessary to undertake doctoral research. The QE1 must be taken by all students in a doctoral program in the spring semester of their first year of matriculation into the program regardless of whether they have entered the program with a bachelor's or master's degree. In the beginning of each fall semester, the department provides students with the scopes of these examinations. The scopes may vary to reflect the current importance of the topics covered by them.

The objective of the **QE2: Research Examination** is to ascertain that the doctoral student is ready to engage in research. It will include the student's presentation of results of a mini research project, chosen by the student after passing the QE1. It must be taken by all students in a doctoral program in the spring semester of their second year of matriculation into the program.

Candidacy Doctoral students are admitted to candidacy after passing the QE. Therefore, they are considered Ph.D. candidates only after passing this examination.

Research Committee After passing the QE, the student must identify a faculty member of EECS who will supervise his/her dissertation. The dissertation advisor will guide the student in forming a research committee consisting of two additional faculty members. If any one of these additional faculty members is not from the EECS department, then the membership of the committee must be approved by the chair of EECS. The dissertation advisor will be the

chair of this three-member committee. This committee will guide the student during the dissertation work.

Proposal Defense (PD) The objective of this oral exam is for the student to demonstrate suitable selection of a dissertation topic and adequate preparation for said research. This exam must be taken within two years of passing the QE. After passing the PD, the student prepares a dissertation, normally carried out under the supervision of the dissertation advisor. While preparing the dissertation, the student gives a presentation(s) of his/her research work at the department Colloquium Series.

Colloquium Presentation The objective of the student's presentation(s) at the Department Colloquium Series is to communicate the student's research results to the faculty and students of the department. The student must give at least one talk at this colloquium based on his/her dissertation prior to the final dissertation defense. The student may request a final oral examination only upon completion of the dissertation and after its approval by the student's research committee. The research committee is responsible for assessing that the doctoral candidate is a scholar in his/her field of research and can communicate ideas effectively. The assessment demonstrating that the doctoral student has achieved scholarly status must include an outside evaluation by a scholar in the field of the student's dissertation work. This outside evaluation can be in the form of an outside reader who is not a member of the student's research committee, publication in technical journals, or publication in proceedings of refereed conferences.

Dissertation Defense The objective of this oral exam is to give final certification of doctoral dissertations. It consists of a capstone seminar to communicate main contributions in the doctoral dissertation, open to general audience, followed by an in-depth technical assessment of student's work by the examining committee. The examining committee will assess mainly the student's dissertation work but may also assess the student's mastery of related topics and previous work in the field.

Financial Support Financial support for Ph.D. students is available in many forms. Such support normally entails a stipend in addition to a scholarship. Graduate teaching assistants, graduate research assistants, fellows, and other students supported financially by the University must exhibit satisfactory progress toward the chosen degree to be reappointed each year. Satisfactory progress is determined by EECs faculty during the yearly review of all doctoral students.

Time Limit As required by the Graduate School, all requirements for the Ph.D. degree must be met within five years of the satisfactory completion of the QE.

MASTER OF PHILOSOPHY

The master of philosophy is an intermediate degree between the academic master's degree and the doctor of philosophy. In order for the master of philosophy degree to be awarded, a student must complete all the requirements for the doctoral degree except the dissertation.

CURRENT RESEARCH AREAS

Artificial Intelligence Image segmentation and restoration; pattern and shape recognition; computer vision; expert systems; intelligent systems and other applications of fuzzy logic, neural networks and evolutionary algorithms; learning classifier systems.

Communications and Signal Processing Detection and estimation theory; distributed signal processing and data fusion; adaptive signal processing algorithms and architectures; radar signal processing; knowledge-based signal processing; image processing; digital communications; information theory and processing of auditory signals by the nervous system; coding; parallel algorithms for signal processing; complexity of DSP algorithms; communication networks; photonic communications; weak signal detection in non-Gaussian environments; analysis of bistatic radars.

Complex Systems Evolutionary algorithms, neural networks, self-organizing systems, dynamical systems, distributed multi-agent systems.

Distributed Information Systems Multimedia systems; object-oriented databases; multimedia transport protocols; high bandwidth networks; distributed conferencing; visualization and virtual reality; multimedia storage systems, including optical systems; video on demand; distributed multimedia applications; web technology.

Electromagnetic Fields and Antennas Electromagnetic aperture problems; application of matrix methods to radiation and scattering systems; iterative methods for large electromagnetic problems; analysis of printed circuits; adaptive and smart antennas; antenna arrays; antenna array synthesis; development of high-pulsed power systems; analysis of small radomes; time-domain radar; microwave remote sensing of earth terrain; wave propagation in random media; scattering from random surfaces; scattering from composite dielectric and conducting targets; waves in complex media; radar clutter modeling; millimeter and microwave integrated circuits; numerical solution of electromagnetic field problems.

High Confidence Design Formal methods; formal specification, synthesis and verification of software and hardware; computer security; network security.

Logic in Computer Science Mathematical foundations of hybrid systems and continuous computation, logics for hybrid and continuous computation, quantum computation.

Microelectronics Solid state sensors; nonlinear dielectric and optical materials; thin film growth and processing, high speed electronic devices and circuits; and power electronics.

Neural Networks New learning algorithms, adaptive connection systems, self-organizing networks, pattern recognizers, spatio-temporal networks, modular networks, hierarchical networks, evolutionary algorithms, fault-tolerant neural networks, models of biological systems, classification and clustering algorithms.

Optics and Wave Phenomena Wave propagation and applications, linear and nonlinear, dispersive and nondispersive; acousto-optic interactions; optical information processing and optical bistability; optical wave mixing; holography; optical interconnects; optical computing algorithms and architectures; pipelined optical binary computing; wave propagation through random media; waves and fields in anisotropic media; nonlinear echoes.

Photonics and Optical Engineering Optical information processing; interconnection and communication networks; fiber optics, fiber light amplifiers, and lasers; photorefractive and bio-optical materials and their applications in wave-mixing and dynamic holography; micro-optic fabrication; optical computing; electro-optics; optical memory; optical wave propagation and diffractions.

Programming Languages Denotational semantics, logics of programs, formal methods, semantic models of parallel programs, fair behavior and liveness properties of parallel programs, applications of semantic models to program design, parallel program correctness.

RF and Wireless Engineering Analysis and design of RF and Wireless and satellite communication circuits and systems.

Software Engineering Software models; metric and formal methods; fault-tolerant software and software reliability; software reusability; object-oriented software engineering methods and tools; techniques for software engineering data analysis; distributed and parallel software development; trusted systems.

Systems Assurance Systems assurance focuses on the design, development, and deployment of information systems with a particular emphasis on networked systems, information assurance, information security, information integrity, and privacy. Our research focuses on the ways information systems are designed to work reliably, safely, correctly, and securely. These methods also aim to reduce the complexity of systems assurance. Our research also focuses on developing algorithms and protocols to achieve security and privacy in network and distributed computing.

Theory of Computation Computational complexity of higher-order functionals, complexity of “lazy” computation, biological models of computation, and computational learning theory.

VLSI Computer-aided design and architectures design, verification and testing of VLSI systems aided by EDA tools (Cadence, Synopsys, etc.); design of digital, analog, and mixed-signal systems; functional verification; testing; computer-aided design techniques for routing, simulation, verification, and synthesis; silicon compilation; formal verification; high-level synthesis; system integration; applications of declarative programming languages; algorithms and architectures for parallel and distributed systems.

SYSTEMS ASSURANCE INSTITUTE (SAI)

The SAI is a collaboration of four renowned Syracuse University institutions: L.C. Smith College of Engineering and Computer Science, School of Information Studies, S.I. Newhouse School of Public Communications, and the Maxwell School of Citizenship and Public Affairs. SAI advances the understanding and state-of-the-practice of systems assurance by providing a collaborative focus among Syracuse University faculty and external affiliates. The collaboration encompasses three major areas: basic and applied research, academic education and workforce development training, and technology transfer prompting economic growth. Technology transfer is accomplished through Syracuse University’s Computer Applications and Software Engineering (CASE) Center. For more information about SAI, visit: sai.syr.edu/. Information about the NSF Scholarship for Service may also be found at this web site.

RESEARCH LABORATORIES

Communication Laboratory This laboratory is dedicated to communication and signal processing research. On-going research projects involve transceiver design for OFDM wireless communication systems, collaborative information processing for wireless sensor networks, and space time adaptive processing for airborne radar applications. This lab provides state-of-the-art facilities.

SCIENS Lab *SCIENS* Lab conducts research on information security, computer, and network security. The ongoing projects conducted in this lab include network security, wireless ad hoc and sensor network security, privacy preserving data mining, and grid computing security. The lab is also developing a virtual laboratory environment for computer and network security education.

Distributed Multiagent Laboratory (DMA Lab) The DMA lab provides a unique environment for exploring basic research and applications on distributed multiagent systems. Areas of research include software agents, real-time intelligent distributed systems, evolutionary and Bayesian game theory, applications of artificial intelligence techniques on computer systems problems, and Internet algorithms and applications.

Fiber Fabrication Research Laboratory This laboratory has a facility for fabricating specialty optical fibers; vacuum systems, including a special ultra-high vacuum system for evacuating ampoules; various furnaces, including a high-pressure furnace for preform fabrication; a fiber-pulling tower capable of drawing about 3 km of fiber from a 20 cm preform; and extensive fiber analysis equipment, including a special fiber microscope and an automatic optical spectrum analyzer. A process has been developed here for fabricating fibers with very thin layers of optically active material at the core cladding boundary. The optically active materials are semiconductors, metals, lithium niobate, and magnetic materials. These fiber devices are typically 3 to 20 mm long and have a large variety of applications in communication, computer memories, and sensors. Examples of these applications are fiber light amplifiers, sonar detectors, and true image light amplifiers in full color and 3-D, etc. Both graduate and undergraduate students participate in this research.

Microelectronics Laboratory This laboratory has processing and measuring instrumentations for the fabrication and characterization of integrated devices and circuits. The laboratory is equipped with thin film deposition systems, including ion beam assisted sputtering system, thermal evaporation system. Photolithography, high temperature diffusion furnace and chemical processing set ups allow students to build semiconductor devices, thin film sensors, and integrated circuits. Measurement equipments include four-point probe system for measuring capacitance and dielectric loss as a function of frequency and temperature, hall measurement, etc. This laboratory facility is used for both research and teaching. Ongoing research projects involve development of metal-oxide gas sensors, conductive transparent film for solar applications.

Photonics Laboratory The Photonics Laboratory has five fully equipped optics rooms. Each has a vibration isolated optical table and various kinds of optical devices and elements. It has a one-dimensional detector array, a digital rail, a CCD camera and image processing system, a digital scope, and various photo-detectors and laboratory accessories. In addition, we have a 5-W Argon Ion laser, a 50 mW He-Ne laser, and a number of semiconductor lasers. Research efforts include information processing for two-dimensional and three-dimensional data related to military as well as commercial applications, micro-fabrication of electro-optical diffractive optical elements, photonic switching as related to computer and communication networks, real-time holography for free-space beam steering and optical intersections, and three-dimensional optical memory and molecular electronics for the future generation of high-density and large-capacity digital storage devices.

RF, Wireless, and Signal Processing Laboratory Fabrication facilities exist here to make printed circuits with accuracy up to 70 microns, both for VLSI and microwave CAD. Equipment for characterizing devices directly in both time and frequency domains is also available. The laboratory is equipped with a Waveform Processing System capable of analyzing devices up to 18 gigahertz. In addition, a Vector Network analyzer operating from 45 megahertz to 26.5 gigahertz can not only characterize noise figures of devices, but can also measure various network parameters of printed circuits, devices, and antennas. This equipment is computer controlled for higher accuracy and ease of measurement. In addition, a high-power Quantronix laser system provides the capability of performing research in impulse radar technology. With the help of laser-activated photo-conductive switches it is possible to generate kilovolt amplitude electrical pulses of 300 picoseconds duration. Several high-end workstations provide the capability of solving challenging problems in electromagnetics and signal processing. By adding DSP boards to Pentium processors it is also possible to carry out real-time adaptive signal processing.

Sensor Fusion Laboratory The primary focus of this laboratory is research related to statistical signal processing for multisensor systems. Current research projects involve signal processing for distributed detection and estimation, image registration and fusion algorithms for remote sensing, fusion algorithms for multimodal sensors, theory and application of stochastic resonance and application of wireless sensor networks for intelligent buildings. This laboratory provides state-of-the-art computing facilities.

SLIV: The System Level Integration and Verification Laboratory is part of the Department of Electrical Engineering and Computer Science at Syracuse University, and is directed by Nazanin Mansouri. The mission of the laboratory is research and development of tools and methodologies specifically targeted to computer-aided design and verification (CAD) of micro electronic systems on a single chip (SOCs). The SLIV Laboratory was established to address the challenges presented by the rapid increase in size and complexity of the integrated circuits and the shift of interest from design of complex systems on a single board to the design of complex systems on a single chip. The goal of the laboratory is to become a center of excellence in development of high-performance Electronic Design Automation (EDA) tools. Research in the SLIV Laboratory focuses on investigation and development of methodologies for high-level modeling and high-level system design and verification. A main emphasis of this laboratory is investigating safety, reliability, and correctness by construction issues in design and integration of SOCs, and innovative application of formal methods in modeling, design, and verification of single chip systems.

The educational goal of the laboratory is to serve as an environment for student participation in design activities, and for interaction among the students involved in microelectronics design. It provides research opportunities for graduate as well as undergraduate students. The students learn through hands on experience, and by applying the concepts learned in the classroom. Currently, three Ph.D. students and four M.S. students are among the research members of the lab.

VLSI Systems Design and CAD Laboratory aims to develop design methodologies and techniques that empower designers to design, test, verify, and build systems on a chip. Current research focus is around high-level synthesis for digital and mixed-signal systems, reconfigurable computing, and CAD for physical design.

Electrical Engineering

The requirements for the M.S. emphasize mastery of a field of knowledge and some familiarity with allied areas. Programs are tailored to meet the needs of the individual with certain general restrictions set by the department. All degree candidates are required to take work of a basic nature in several fields to provide the necessary breadth of knowledge.

The M.S. programs consist of at least 30 credits beyond the B.S. degree. A thesis is optional. Students who do not have B.S. degrees in electrical engineering or computer engineering are required to take specified additional courses at the undergraduate or graduate level to make up for deficiencies in their preparation.

In addition to the requirements outlined in the "Requirements for Graduate Degrees" section of this catalog, several departmental requirements apply to the M.S. in both electrical engineering and computer engineering. Not more than 6 credits of 500-level courses may be included in an M.S. program. Students electing the nonthesis option must include ELE/CSE 996 Master's Project (0 credits) in their programs. The project summary and project report must be prepared in accordance with departmental requirements, available from the department, and must be approved by the advisor. A maximum of 9 credits of transfer credit may be included in M.S. programs. For further information, students may obtain a copy of the Transfer Credit Policy from the department. Early in the student's final semester, an official Program of Study form must be submitted to the department. A diploma request card must also be included.

Admission Requirements Each of these master's programs has its own admission committee that evaluates the overall academic record of an applicant. Each of these committees uses the following guidelines during the evaluation process:

- GRE Verbal score of 450 or better;
- GRE Quantitative score of 650 or better;
- GRE Analytical (multiple choice) score of 650 or better, or a score of 3.5 or better in the new Analytical Writing;
- for international students: TOEFL computer-based score of 213 (paper-based score 550) or better;
- grade point average (GPA) of 3.0/4.0 or better.

M.S. IN ELECTRICAL ENGINEERING

Course Requirements

1. A minimum of 30 credits of graduate work beyond the B.S. degree is required.
2. The student must maintain a cumulative total GPA of at least a 3.0 in those courses to be credited towards the M.S. degree, and a minimum cumulative total GPA of 2.8 in all graduate courses taken at Syracuse University.
3. A maximum of 9 credits of transfer credit of graduate coursework taken at another university with a grade of B or better may be included in M.S. programs.
4. A maximum of 12 credits taken at Syracuse University before the semester of admission may be included in an M.S. program provided they are relevant to a program in electrical engineering and have a grade of B or better.
5. Late in the first semester, the student fills out a preliminary program of study. Early in a student's final semester, a Program of Study must be submitted on forms available from the department. A Diploma Request Card must also be submitted at that time.
6. To maintain full-time status in the EECS Department, students must register for 9 credits per semester. Part-time students must complete at least 6 credits per academic year.
7. Each student's program must include ELE 601,606, and 621, which represent the student's core program and are to be taken as early as possible. In addition, students are required to complete stated prerequisites before enrolling in advanced courses. Responsibility for seeing that prerequisites are satisfied rests with the student.
8. Programs must include a minimum of 18 credits of ELE courses.
9. Thesis students must include in their programs at least one 700-level or higher ELE or CSE course, while nonthesis students must include at least three. Independent study courses may not be used to satisfy this requirement.
10. No more than 6 credits of 500-level courses may be included in the M.S. program.
11. The master's thesis must be prepared in accordance with the Graduate School's instructions for the Preparation of Theses and Dissertations and must be approved by the thesis advisor. Theses must be presented orally and defended before a faculty panel. The master's project summary and report must be prepared in accordance with department requirements (available from the department) and must be approved by the project advisor.
12. Students may select the remaining courses from the graduate offerings of this or other departments, provided these courses have technical content appropriate to their M.S. program. In such cases students must submit department approval.
13. Students electing the thesis option must include ELE 997 Master's Thesis (normally 6 credits) in their programs of study. Students electing the non-thesis option must include ELE 996 Master's Project (0 credits) in their programs of study.
14. The master's project must be completed no later than the last semester of full-time coursework.
15. Students who do not hold a B.S. degree in electrical engineering or a related field may be admitted to a 60-credit program. This program includes the following remedial undergraduate courses:

The following eight courses:

ELE 231, 232 Electrical Engineering Fundamentals I and II
ELE 291, 292 Electrical Engineering Laboratory I and II
ELE 346 Semiconductor Devices
ELE 331 Digital Circuits and Systems
ELE 324 Electromagnetics I
ELE 333 Analog Circuits

One of the following two courses:

ELE 351 System and Signal Analysis or
ELE 352 Digital Signal Processing

At least two technical elective courses such as:

ELE 416 Electromechanical Devices
ELE 424 Transmission Lines for Computers and Communications
ELE 425 Microwave Engineering
ELE 431 Analog Circuits and Systems
ELE 512 Linear Control Systems
ELE 524 Introduction to Applied Optics
ELE 541 Integrated Circuits
ELE 551 Communication Systems
ELE 558 Data Networks: Basic Principles

In addition, students, depending on their background, may need to take remedial physics and mathematics courses. Students who have demonstrated competence in any of the above subjects may request a waiver of the corresponding courses. The remedial coursework must be completed prior to registering for graduate courses. The remaining 30 credits must satisfy the requirements for the MSEE program.

Engineering Management

The program leading to the master of science degree in engineering management (MSEM) is interdisciplinary. It is administered by the Department of Mechanical and Aerospace Engineering with the cooperative support of the Martin J. Whitman School of Management.

The MSEM degree program is designed for practicing engineers and scientists who have or seek increased managerial and leadership responsibilities. The degree program provides a balanced field of knowledge in management theory and practices, statistics, quality control, finance, economics, information/data management, and legal issues. With proper selection of courses, technical competence in a particular area can be strengthened as well. Course electives can be chosen to customize your program of study to meet specific career goals.

Degree Program The degree requires a total of 36 semester course credits consisting of 24 core course credits and 12 technical elective credits. At least one half of the courses for the M.S. degree program must be at 600 level or above. The student's program is planned with a faculty advisor. Each program will be designed to meet the needs of the student, taking into consideration background and experience.

For more information, contact Frederick Carranti, Engineering Management Program, 263 Link Hall, Syracuse University, Syracuse NY 13244-1240; 315-443-4346 or 315-443-4367, carranti@syr.edu.

CORE REQUIREMENTS

1) Engineering Core

ECS 526 Statistics for Engineers

MAE 548 Engineering Economics and Technology Valuation
CSE 581 Introduction to Database Management
MFE 634 Productivity and Quality Control

2) Management Core

SCM 702 Principles of Management Science

OCD 703 Interpersonal and Groups Skills for Managers MAR 757 Managing Innovative Engineering Management
Management elective selected with the concurrence of the Martin J. Whitman School of Management

This core may also be completed by taking MOT 701 and MOT 702.

3) Technical Specialization Cluster

Four courses that form an integrated sequence will be selected by students, with advisors' approval, to enhance their area of technical specialization within the College of Engineering.

Environmental Engineering

Interim Chair and Program Director Chris E. Johnson, 151 Link Hall, 315-443-2311; fax: 443-1243, cejohns@syr.edu.
Faculty Riyadh S. Aboutaha, Shobha K. Bhatia, Samuel P. Clemence, Andria Costello Staniec, Cliff I. Davidson, Charles T. Driscoll Jr., Chris E. Johnson, Raymond D. Letterman, Eric Mun Lui, Dawit Negussey, Ossama M. (Sam) Salem

Emeritus/Adjunct Faculty L. Cleckner, K. Driscoll, E. Gilligan, S. Kaczmar, D. Lake, J.A. Mandel, B. Mousa, E.M. Owens Jr., P. Plumley, D. Wazenkewitz, A. Yabroudi.

The graduate programs in civil and environmental engineering at Syracuse have earned a reputation for superior quality. Degree recipients working in government, industry, and education have made important contributions to the profession. The department provides coursework and research opportunities in structural engineering, geotechnical engineering, environmental engineering, and construction and infrastructure management.

In addition to these core areas, the department participates in interdisciplinary teaching and research, expanding the opportunities available to graduate students. The department is home to the Center for Environmental Systems Engineering, which serves faculty in environmental, chemical, and mechanical engineering with a shared interest in environmental systems. The Geofoam Research Center is also administered in the department. We also have a

collaborative degree program with the Maxwell School of Citizenship and Public Affairs, and we engage in joint teaching with faculty in the School of Architecture, the Whitman School of Management, and SUNY-ESF.

M.S. PROGRAMS

M.S. IN CIVIL ENGINEERING

All candidates for the M.S. in civil engineering must have a B.S. in civil engineering or the equivalent from an accredited institution. Candidates with undergraduate degrees in another field must have their programs evaluated to determine if additional undergraduate courses are to be included in their program of study.

Programs are planned by the students in consultation with their advisors. At least half of the coursework must be at or above the 600 level. Students who have taken the lower level of a double-numbered course (e.g., a course offered at the 400 and 600 levels) may not take the higher level of the same course for credit.

M.S. candidates may transfer a maximum of 6 credits from other institutions. They are expected to complete their entire program within five calendar years of their admission.

Thesis and non-thesis options are available. Students anticipating further graduate study at the doctoral level should pursue the thesis option.

Requirements with Thesis (30 credits)

1. Completion of 9 credits of core courses in either structural or geotechnical engineering. These required courses are specified in the Graduate Program Profile, available in the department office.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Completion of 9 credits of core courses in either structural or geotechnical engineering. These required courses are specified in the Graduate Program Profile, available in the department office.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in civil engineering approved by the advisor and at least one other faculty member in the CIE department.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING AND ENVIRONMENTAL ENGINEERING SCIENCE

The M.S. in environmental engineering is intended for students with undergraduate engineering degrees. The M.S. in environmental engineering science is intended for students with other technical/scientific undergraduate degrees. Students without an undergraduate degree appropriate to their chosen M.S. program will be required to complete undergraduate courses to prepare themselves for M.S. coursework. These courses will be specified in the student's letter of admission and may not carry credit toward the M.S. degree.

Programs are planned by the students in consultation with their advisors. At least half of the coursework must be at or above the 600 level. Students who have taken the lower level of a double-numbered course (e.g., a course offered at the 400 and 600 levels) may not take the higher level of the same course for credit.

M.S. candidates may transfer a maximum of 6 credits from other institutions. They are expected to complete their entire program within five calendar years of their admission.

Thesis and non-thesis options are available. Students anticipating further graduate study at the doctoral level should pursue the thesis option.

M.S. IN ENVIRONMENTAL ENGINEERING

Requirements with Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in environmental engineering approved by the advisor.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING SCIENCE

Requirements With Thesis (30 credits)

1. Completion of CIE 671 and CIE 672.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.

4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Completion of CIE 671 and 672.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in environmental engineering or environmental science approved by the advisor.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING WITH A SPECIALIZATION IN PUBLIC ADMINISTRATION

Requirements With Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements for the M.S. in Environmental Engineering, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.

Requirements Without Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements for the M.S. in Environmental Engineering, as specified in the Graduate Program Profile, available in the department office.
3. Twelve (12) credits in public administration, including 6 credits selected from PPA 709, 734, and 755. The other 6 credits must have either a public management or a public policy focus.
4. CIE 996 (Master's Project) for 3 credits. The project involves a professionally relevant paper in the form of a case study, policy analysis, program analysis, program evaluation, organization design, management study, or managerial action plan, or another project requiring a description, analysis, and the design of an appropriate plan of action and must include a technical component at the appropriate level and be approved by the student's advisor.

PH.D. IN CIVIL ENGINEERING

Admission Requirements

1. B.S. in civil engineering or other acceptable field from an accredited institution.
2. M.S. degree from an accredited institution.
3. B+ average in M.S. program coursework.
4. Satisfactory grades on all required graduate entrance examinations.
5. Departmental approval.
6. Demonstrated potential for excellent research work.

Advising. The student, with advice from the department chair and/or the program director, selects a dissertation advisor, whose consent must be obtained. The student and the advisor together, with consent from the department chair, select the exam and dissertation committees. The courses required to fulfill the doctoral degree requirements are selected by the student in consultation with his/her advisor and upon recommendations from the candidate's dissertation committee.

Course Requirements

1. Ph.D. students are required to take a minimum of 48 credit hours of coursework beyond the B.S. level, or at least 18 credit hours of coursework beyond the M.S. level.
2. For students with an M.S. degree, at least two-thirds of the Ph.D. coursework must be at or above the 600 level, and no more than one-third of the coursework can be independent study (CIE 690).
3. Ph.D. students are required to maintain an average GPA of B+ (3.333) in all Ph.D. coursework, and they are required to participate in the faculty/student seminar program.

Examinations

1. Qualifying Examination: The qualifying examination is to be conducted within the first year of enrollment in the Ph.D. program. The examination is composed of two parts: a written exam followed by an oral examination covering materials from at least 3 graduate level classes that the student has taken at Syracuse University, as well as relevant materials from undergraduate coursework. The purpose of this examination is to assess the student's background knowledge in his/her primary subject area(s) and his/her preparedness for Ph.D. level research. The exam committee shall consist of at least three faculty members. The majority of the committee membership shall be faculty members from the Department of Civil and Environmental Engineering at Syracuse University. The result of this examination is a decision by the exam committee as to whether or not the student should continue in the Ph.D. program. For the candidate to pass this examination, a majority of the committee must vote favorably. If the student does not pass this examination, he/she can request to retake the examination one more time in the following semester. In the event that the student fails the examination for the second time, he/she will be asked to terminate his/her Ph.D. study.
2. Candidacy Examination: This examination is conducted in the semester after completion of the student's Ph.D. coursework, but no later than the fifth semester after admission into the Ph.D. program. Prior to this examination, the student shall prepare a detailed research proposal that includes, but is not limited to, a review of relevant literature leading to a statement of objectives (including major questions or hypotheses to be addressed in the dissertation), a description of methods and approaches to be used, and a brief description of the significance of the proposed work. The proposal will often include preliminary results from the student's work to date.

The candidacy examination is an oral exam and is presided over by a dissertation committee composed of at least five members. The majority of the committee membership shall be faculty members from the Department of Civil and Environmental Engineering at Syracuse University. This committee will follow the student's work through his/her Ph.D. dissertation defense. Students are required to deliver their research proposals to all dissertation committee members and notify the department graduate secretary of the examination time and place at least two weeks prior to the exam. Any committee member who receives the proposal less than 14 calendar days prior to the examination may ask the department chair for a postponement of the

examination.

The norm for the duration of the examination, which is open to all department faculty members, is two hours. The oral examination is initiated by a 30-40 minute summary of the dissertation research proposal and progress to date by the student. Following the presentation, the dissertation committee and department faculty ask the student questions concerning the research proposal. Following the examination, the dissertation committee confers to determine if the student is a suitable Ph.D. candidate based on his/her performance on the candidacy examination, as well as to determine if the student should be required to take additional coursework beyond the minimum required for the degree. If the student successfully completes the candidacy examination by receiving an affirmative vote from the majority of the committee, the advisor notifies the student and the graduate school and the student is considered a Ph.D. candidate. If the student does not successfully complete the candidacy examination, the committee determines whether the student will be permitted to retake the examination after a minimum period of six months or whether the student's Ph.D. program should be terminated.

3. Dissertation Defense: The final phase of the Ph.D. program is the dissertation defense. The doctoral dissertation is a summary of all phases of the student's research endeavor. The final stage in the preparation of this dissertation is its distribution to all members of the dissertation committee. The student should not distribute the final draft of the dissertation until the advisor is satisfied with it. Readers should be presented with a polished draft that has been proofread, paginated, and contains professional quality tables and figures with captions. All members of the dissertation committee must be given at least two weeks to review the dissertation before the defense. Any committee member who receives the thesis less than 14 calendar days prior to the defense may ask the Exam Committee chair for a postponement of the defense.

When the Ph.D. candidate has completed a dissertation that has been approved by his/her advisor, a copy is to be provided to each of the dissertation committee members and a defense date is scheduled. The dissertation defense is an open examination and all members of the University community are invited. This is accomplished by announcements to students and faculty in the department at least one week in advance of the defense, as well as a notice in The Syracuse Record.

The dissertation defense is to be conducted in accordance with University Policies and Procedures for Dissertation and Oral Examination. The norm for the duration of the dissertation defense is two hours. The dissertation defense is usually initiated with a 30-40 minute summary of the research conducted. This is followed by open questioning from the audience. When this is completed, the candidate is questioned by the dissertation committee members. For the candidate to pass the dissertation defense, a majority vote on the quality and originality of the research, the quality of the dissertation, and the performance of the candidate at the examination is required.

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING CURRENT RESEARCH AREAS

- Aquatic chemistry
- Biogeochemistry
- Soil chemistry
- Water quality modeling
- Natural organic matter
- Environmental geostatistics
- Solid-liquid separation processes
- Potable water supply
- Applied surface chemistry
- Applied environmental microbiology
- Bioremediation
- Global biogeochemical cycles
- Changes in microbial communities in response to anthropogenic disturbance
- Applications of molecular biology to environmental engineering
- Application of geosynthetics in dewatering and containment
- Natural and polymeric fibers in soil erosion mitigation
- Microstructure of soil and geosynthetics
- Women in science and engineering
- Anchor foundations
- In situ testing
- Slurry wall containment systems and movement of organics in soil/rock systems
- Properties and applications of geofoms
- Fiber optic sensors
- Geotechnical engineering
- Structural rehabilitation of civil infrastructure
- Bridge retrofit with CFRP composites
- Experimental investigation of structural concrete and steel systems
- Composite and hybrid systems
- FRP reinforced concrete structural systems
- Investigation of structural failures
- Nonlinear structural theories
- Numerical modeling
- Steel structures
- Structural stability
- Structural dynamics
- Earthquake engineering
- Rehabilitation of civil infrastructure

Environmental Engineering Science

Interim Chair and Program Director: Chris E. Johnson, 151 Link Hall, 315-443-2311; fax: 443-1243, cejohns@syr.edu.
Faculty: Riyad S. Aboutaha, Shobha K. Bhatia, Samuel P. Clemence, Andria Costello Staniec, Cliff I. Davidson, Charles T. Driscoll Jr., Chris E. Johnson, Raymond D. Letterman, Eric Mun Lui, Dawit Negussey, Ossama M. (Sam) Salem

Emeritus/Adjunct Faculty: L. Cleckner, K. Driscoll, E. Gilligan, S. Kaczmar, D. Lake, J.A. Mandel, B. Mousa, E.M. Owens Jr., P. Plumley, D. Wazenkewitz, A. Yabroudi.

The graduate programs in civil and environmental engineering at Syracuse have earned a reputation for superior quality. Degree recipients working in government, industry, and education have made important contributions to the profession. The department provides coursework and research opportunities in structural engineering, geotechnical engineering, environmental engineering, and construction and infrastructure management.

In addition to these core areas, the department participates in interdisciplinary teaching and research, expanding the opportunities available to graduate students. The department is home to the Center for Environmental Systems Engineering, which serves faculty in environmental, chemical, and mechanical engineering with a shared interest in environmental systems. The Geofoam Research Center is also administered in the department. We also have a collaborative degree program with the Maxwell School of Citizenship and Public Affairs, and we engage in joint teaching with faculty in the School of Architecture, the Whitman School of Management, and SUNY-ESF.

M.S. PROGRAMS

M.S. IN CIVIL ENGINEERING

All candidates for the M.S. in civil engineering must have a B.S. in civil engineering or the equivalent from an accredited institution. Candidates with undergraduate degrees in another field must have their programs evaluated to determine if additional undergraduate courses are to be included in their program of study.

Programs are planned by the students in consultation with their advisors. At least half of the coursework must be at or above the 600 level. Students who have taken the lower level of a double-numbered course (e.g., a course offered at the 400 and 600 levels) may not take the higher level of the same course for credit.

M.S. candidates may transfer a maximum of 6 credits from other institutions. They are expected to complete their entire program within five calendar years of their admission.

Thesis and non-thesis options are available. Students anticipating further graduate study at the doctoral level should pursue the thesis option.

Requirements with Thesis (30 credits)

1. Completion of 9 credits of core courses in either structural or geotechnical engineering. These required courses are specified in the Graduate Program Profile, available in the department office.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Completion of 9 credits of core courses in either structural or geotechnical engineering. These required courses are specified in the Graduate Program Profile, available in the department office.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in civil engineering approved by the advisor and at least one other faculty member in the CIE department.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING AND ENVIRONMENTAL ENGINEERING SCIENCE

The M.S. in environmental engineering is intended for students with undergraduate engineering degrees. The M.S. in environmental engineering science is intended for students with other technical/scientific undergraduate degrees. Students without an undergraduate degree appropriate to their chosen M.S. program will be required to complete undergraduate courses to prepare themselves for M.S. coursework. These courses will be specified in the student's letter of admission and may not carry credit toward the M.S. degree.

Programs are planned by the students in consultation with their advisors. At least half of the coursework must be at or above the 600 level. Students who have taken the lower level of a double-numbered course (e.g., a course offered at the 400 and 600 levels) may not take the higher level of the same course for credit.

M.S. candidates may transfer a maximum of 6 credits from other institutions. They are expected to complete their entire program within five calendar years of their admission.

Thesis and non-thesis options are available. Students anticipating further graduate study at the doctoral level should pursue the thesis option.

M.S. IN ENVIRONMENTAL ENGINEERING

Requirements with Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in environmental engineering approved by the advisor.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING SCIENCE

Requirements With Thesis (30 credits)

1. Completion of CIE 671 and CIE 672.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.
5. Participation in the faculty/student seminar program.

Requirements Without Thesis (30 credits)

1. Completion of CIE 671 and 672.
2. Elective coursework satisfying distributional requirements, as specified in the Graduate Program Profile, available in the department office.
3. CIE 996 (Master's Project) for 3 credits. The project involves a topic in environmental engineering or environmental science approved by the advisor.
4. Participation in the faculty/student seminar program.

M.S. IN ENVIRONMENTAL ENGINEERING WITH A SPECIALIZATION IN PUBLIC ADMINISTRATION

Requirements With Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements for the M.S. in Environmental Engineering, as specified in the Graduate Program Profile, available in the department office.
3. CIE 997 (Master's Thesis) for 6 credits.
4. Defense of thesis.

Requirements Without Thesis (30 credits)

1. Demonstration of competence in the fundamental environmental engineering areas through completion of CIE 642, CIE 671, and CIE 672. Students who have completed comparable courses at the undergraduate level will be expected to take higher-level courses within those fundamental environmental engineering areas.
2. Elective coursework satisfying distributional requirements for the M.S. in Environmental Engineering, as specified in the Graduate Program Profile, available in the department office.
3. Twelve (12) credits in public administration, including 6 credits selected from PPA 709, 734, and 755. The other 6 credits must have either a public management or a public policy focus.
4. CIE 996 (Master's Project) for 3 credits. The project involves a professionally relevant paper in the form of a case study, policy analysis, program analysis, program evaluation, organization design, management study, or managerial action plan, or another project requiring a description, analysis, and the design of an appropriate plan of action and must include a technical component at the appropriate level and be approved by the student's advisor.

PH.D. IN CIVIL ENGINEERING

Admission Requirements

1. B.S. in civil engineering or other acceptable field from an accredited institution.
2. M.S. degree from an accredited institution.
3. B+ average in M.S. program coursework.
4. Satisfactory grades on all required graduate entrance examinations.
5. Departmental approval.
6. Demonstrated potential for excellent research work.

Advising. The student, with advice from the department chair and/or the program director, selects a dissertation advisor, whose consent must be obtained. The student and the advisor together, with consent from the department chair, select the exam and dissertation committees. The courses required to fulfill the doctoral degree requirements are selected by the student in consultation with his/her advisor and upon recommendations from the candidate's dissertation committee.

Course Requirements

1. Ph.D. students are required to take a minimum of 48 credit hours of coursework beyond the B.S. level, or at least 18 credit hours of coursework beyond the M.S. level.
2. For students with an M.S. degree, at least two-thirds of the Ph.D. coursework must be at or above the 600 level, and no more than one-third of the coursework can be independent study (CIE 690).
3. Ph.D. students are required to maintain an average GPA of B+ (3.333) in all Ph.D. coursework, and they are required to participate in the faculty/student seminar program.

Examinations

1. Qualifying Examination: The qualifying examination is to be conducted within the first year of enrollment in the Ph.D. program. The examination is composed of two parts: a written exam followed by an oral examination covering materials from at least 3 graduate level classes that the student has taken at Syracuse University, as well as relevant materials from undergraduate coursework. The purpose of this examination is to assess the student's background knowledge in his/her primary subject area(s) and his/her preparedness for Ph.D. level research. The exam committee shall consist of at least three faculty members. The majority of the committee membership shall be faculty members from the Department of Civil and Environmental Engineering at Syracuse University. The result of this examination is a decision by the exam committee as to whether or not the student should continue in the Ph.D. program. For the candidate to pass this examination, a majority of the committee must vote favorably. If the student does not pass this examination, he/she can request to retake the examination one more time in the following semester. In the event that the student fails the examination for the second time, he/she will be asked to terminate his/her Ph.D. study.

2. Candidacy Examination: This examination is conducted in the semester after completion of the student's Ph.D. coursework, but no later than the fifth semester after admission into the Ph.D. program. Prior to this examination, the student shall prepare a detailed research proposal that includes, but is not limited to, a review of relevant literature leading to a statement of objectives (including major questions or hypotheses to be addressed in the dissertation), a

description of methods and approaches to be used, and a brief description of the significance of the proposed work. The proposal will often include preliminary results from the student's work to date.

The candidacy examination is an oral exam and is presided over by a dissertation committee composed of at least five members. The majority of the committee membership shall be faculty members from the Department of Civil and Environmental Engineering at Syracuse University. This committee will follow the student's work through his/her Ph.D. dissertation defense. Students are required to deliver their research proposals to all dissertation committee members and notify the department graduate secretary of the examination time and place at least two weeks prior to the exam. Any committee member who receives the proposal less than 14 calendar days prior to the examination may ask the department chair for a postponement of the examination.

The norm for the duration of the examination, which is open to all department faculty members, is two hours. The oral examination is initiated by a 30-40 minute summary of the dissertation research proposal and progress to date by the student. Following the presentation, the dissertation committee and department faculty ask the student questions concerning the research proposal. Following the examination, the dissertation committee confers to determine if the student is a suitable Ph.D. candidate based on his/her performance on the candidacy examination, as well as to determine if the student should be required to take additional coursework beyond the minimum required for the degree. If the student successfully completes the candidacy examination by receiving an affirmative vote from the majority of the committee, the advisor notifies the student and the graduate school and the student is considered a Ph.D. candidate. If the student does not successfully complete the candidacy examination, the committee determines whether the student will be permitted to retake the examination after a minimum period of six months or whether the student's Ph.D. program should be terminated.

3. Dissertation Defense: The final phase of the Ph.D. program is the dissertation defense. The doctoral dissertation is a summary of all phases of the student's research endeavor. The final stage in the preparation of this dissertation is its distribution to all members of the dissertation committee. The student should not distribute the final draft of the dissertation until the advisor is satisfied with it. Readers should be presented with a polished draft that has been proofread, paginated, and contains professional quality tables and figures with captions. All members of the dissertation committee must be given at least two weeks to review the dissertation before the defense. Any committee member who receives the thesis less than 14 calendar days prior to the defense may ask the Exam Committee chair for a postponement of the defense.

When the Ph.D. candidate has completed a dissertation that has been approved by his/her advisor, a copy is to be provided to each of the dissertation committee members and a defense date is scheduled. The dissertation defense is an open examination and all members of the University community are invited. This is accomplished by announcements to students and faculty in the department at least one week in advance of the defense, as well as a notice in The Syracuse Record.

The dissertation defense is to be conducted in accordance with University Policies and Procedures for Dissertation and Oral Examination. The norm for the duration of the dissertation defense is two hours. The dissertation defense is usually initiated with a 30-40 minute summary of the research conducted. This is followed by open questioning from the audience. When this is completed, the candidate is questioned by the dissertation committee members. For the candidate to pass the dissertation defense, a majority vote on the quality and originality of the research, the quality of the dissertation, and the performance of the candidate at the examination is required.

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING CURRENT RESEARCH AREAS

- Aquatic chemistry
- Biogeochemistry
- Soil chemistry
- Water quality modeling
- Natural organic matter
- Environmental geostatistics
- Solid-liquid separation processes
- Potable water supply
- Applied surface chemistry
- Applied environmental microbiology
- Bioremediation
- Global biogeochemical cycles
- Changes in microbial communities in response to anthropogenic disturbance
- Applications of molecular biology to environmental engineering
- Application of geosynthetics in dewatering and containment
- Natural and polymeric fibers in soil erosion mitigation
- Microstructure of soil and geosynthetics
- Women in science and engineering
- Anchor foundations
- In situ testing
- Slurry wall containment systems and movement of organics in soil/rock systems
- Properties and applications of geofoms
- Fiber optic sensors
- Geotechnical engineering
- Structural rehabilitation of civil infrastructure
- Bridge retrofit with CFRP composites
- Experimental investigation of structural concrete and steel systems
- Composite and hybrid systems
- FRP reinforced concrete structural systems
- Investigation of structural failures
- Nonlinear structural theories
- Numerical modeling
- Steel structures
- Structural stability
- Structural dynamics
- Earthquake engineering
- Rehabilitation of civil infrastructure

Mechanical & Aerospace Engineering

Chair A.J. Levy, 263 Link Hall, 315-443-4365; fax: 315-443-9099, gradinfo@syr.edu.

Faculty Edward A. Bogucz Jr., Frederick Carranti, Thong Dang, John F. Dannenhoffer, Barry D. Davidson, Mark N. Glauser, Hiroshi Higuchi, H. Ezzat Khalifa, Alan J. Levy, Jacques Lewalle, Young Bai Moon, Vadrevu R. Murthy, Harish Palanhandalam-Madapusi, Utpal Roy, Eric F. Spina, Jianshun S. Zhang

The department offers M.S. degree programs in mechanical and aerospace engineering, and in engineering management and a Ph.D. degree program in mechanical and aerospace engineering.

A faculty advisor is assigned to each full-time student for the purpose of course selection and, if applicable, research guidance. In particular, advisors may require a student to take specific courses in preparation for a special project or thesis research.

All MAE graduate students are expected to be proficient in English, particularly oral communication and technical writing. Exceptions to program requirements may be requested by petition.

RESEARCH

Major areas of study are fluid dynamics, energy systems, solid mechanics, and design and manufacturing systems. Current research projects are focused in the areas of experimental aerodynamics, turbulence modeling, computational fluid dynamics, turbomachining, composite materials, nonlinear elasticity, micromechanics, fracture mechanics, biomechanics, biofluids, manufacturing processing, geometric tolerancing, sustainable manufacturing, intelligent manufacturing systems, helicopter rotor dynamics, energy systems, aero-acoustics, flow controls, bluff-body aerodynamics, simulations and measurements, modeling, and controls of building environmental and energy systems.

M.S. IN MECHANICAL AND AEROSPACE ENGINEERING

Admission to an M.S. degree program is granted on the basis of undergraduate preparation and performance, GRE scores, and letters of recommendation documenting the recent technical proficiency of the applicant. A grade-point average of 3.0/4.0 or equivalent, and a GRE-Quantitative score of 700 are normally expected. If a student's background is not particularly strong in mechanical or aerospace engineering, he/she may be required to take undergraduate courses (not counted towards the M.S. degree) as specified with the letter of admission.

M.S. degrees are offered in the field of Mechanical and Aerospace Engineering. Students must complete 30 credits, including a capstone project (0 credits).

All students must complete three (3) core courses: MAE 675, MAE 643, and MAE 635. Along with the core courses, all students must also complete four more courses in the department. Out of a required 30-credit M.S. degree, students should not take more than 9-credits at the 500-level. Options and additional requirements are listed below. Furthermore, students intending to pursue a Ph.D. degree after the M.S. degree should plan to meet the Ph.D. admission requirements and Ph.D. qualifying exam requirements, and select M.S.-level courses accordingly.

The student's program must include the core courses. The required core courses are: MAE 675 Methods of Analysis, MAE 643 Fluid Dynamics and MAE 635 Adv. Meth. of Materials.

The exit requirement for the M.S. includes MAE 994 Capstone Project. This is graded on a P/F option. The student will review technical papers or reports related to student's field of interest and then prepare oral presentation to the faculty summarizing the technical content of the document. The student will summarize and present their findings before a faculty committee. The committee will decide whether the student has passed or failed. The student should register for this project in their last semester for 0 credit hours.

PH.D. IN MECHANICAL AND AEROSPACE ENGINEERING

The department offers a Ph.D. program in mechanical and aerospace engineering. The program of study for the doctorate is intended to prepare students for careers in research, teaching, or engineering practice at an advanced level. Students are expected to acquire a strong general background in those disciplines that collectively characterize their intended major of Mechanical and Aerospace Engineering. At the same time, students are expected to concentrate in-depth on the particular subject area of his or her dissertation.

Program

A program of study is individually designed by each student in consultation with his or her advisor. A student entering the Ph.D. program with a master's degree or an equivalent degree (approved by the Graduate Affairs Committee) is expected to complete 18 credits of 600 or above level of course work and a Ph.D. dissertation (of 0-credits). For those students wishing to proceed directly to the Ph.D. degree from a bachelor's degree, 48 credits of course work (with no more than 9 credits of courses at 500-level)[1] with a Ph.D. dissertation (of 0-credits) is required. A GPA of 3.33 (B+) or better is expected for a Ph.D. student.

Admissions to the Program

Admission to the Ph.D. program will be considered if three conditions are met. First, a sufficient level of academic and professional achievement must be documented by transcripts of the student's prior academic performance (a GPA of 3.33/4.0 or better is expected), GRE scores, letters of recommendation and other supporting information. Second, the focusing of the student's efforts in one area of specialization should be clear from the student's transcript and statement of purpose. Third, a faculty advisor must be willing to supervise research in the student's area of specialization. Prior completion of a M.S. degree and/or a M.S. thesis may be required by individual faculty advisors.

Ph.D. Qualifying Exam

The MAE department requires that each Ph.D. student pass a qualifying examination. The qualifying examination will have both written and oral components. The objective of the qualifying exam is to test the knowledge of fundamentals and preparedness to conduct dissertation research. As a prerequisite to the qualifying examination, a Ph.D. student must complete a minimum of 39 credits after B.S. or 9 credits after M.S. and must have a cumulative 3.33 GPA or better at the time of taking the qualifying exam. Full-time students with a B.S. degree must take the written component of the qualifying examination at or before the completion of the fifth semester of their graduate study. Full-time students who transfer into the Ph.D. program with an M.S. degree (or an equivalent degree) from another institution must take the written component of the qualifying examination at or before the completion of three semesters of first registration in the program. Part-time students should take the exam after they have taken 39 credits after B.S. or 9 credits after M.S. and within 1 year of completion of these credits. The oral component of the qualifying examination must be taken no later than one year after passing the written examination.

The written component of the qualifying examination will test the student's competency at the level of SU's 600 level courses in mathematics, plus any two of the following topics: Fluid Mechanics, Solid Mechanics, Heat Transfer, Thermodynamics, Design, Manufacturing, Dynamics and Control, and Special Topics on a selected area. If a student selects Special Topics, s/he needs to inform the MAE Graduate Affairs Committee in writing in which special area s/he wants to be examined.

In consultation with the student and his/her advisor, the Graduate Affairs Committee will form a committee of oral examination consisting of 3 to 5 members with a minimum of 2 to 3 members from the MAE Department, including the advisor. The student must provide a proposal for dissertation research to the members of the oral examination committee at least two weeks before the scheduled date of examination. The examination will typically take 2 hours to complete, in which the student will first make a 20-minute presentation of the research proposal followed by questions from each individual members of the committee. Based on the quality of dissertation proposal, presentation, and answers to the questions, the committee will deliberate and inform the student of the outcome of the examination, and report the outcome to the MAE Graduate Committee in writing.

In consultation with the advisor, a Ph.D. student must formally apply to take the qualifying examination by petitioning the chair of the Graduate Affairs Committee on or before October 15 in the fall semester or March 15 in the spring semester in order to take the exam during the following academic semester. The written part of the Ph.D. qualifying exam will be given twice a year; one at the beginning of the fall semester and the other at the end of the spring semester. In the application letter, the student should specify his/her field of study/interest and include a copy of his/her transcript showing the current GPA. The Graduate Affairs Committee determines whether the student has passed the qualifying examination. In the event of failure, the Graduate Affairs Committee may permit the candidate to retake the written and oral examinations only once. No one will be permitted to go beyond the above mentioned time limits as stipulated in the first paragraph under Qualifying Examinations. Failure to pass the examination in a timely fashion will result in dismissal from the Ph.D. program.

Residency Requirement: The residency requirement is set by Academic Rules and Regulations of the Graduate School, section 46.3.

Dissertation

Each student is required to prepare a dissertation of the highest quality in terms of substance, originality, and relevance on a topic chosen in consultation with the dissertation advisor. The dissertation defense shall be conducted according to the rules of the Graduate School. In preparing the dissertation the student should comply with the accepted standards of style and format. The examination committee may refuse to hold the examination until such standards are met.

Evaluation of the Ph.D. Student's Progress During each spring semester, the status of every Ph.D. student will be reviewed by the MAE faculty. The review will include a brief summary by the advisor of the progress made by the student and any current problems. If the progress is unsatisfactory, the student will be given six months to address issues of concern. If the situation has not approved, the student will not be allowed to continue in the program and will be so informed in writing

[1] Part of the 48-credit course work, 30 credits of course work should be equivalent to our M.S. degree requirements.

Microwave Engineering

CERTIFICATE OF ADVANCED STUDY IN MICROWAVE ENGINEERING

The Department of EECS at Syracuse University offers the Certificate of Advanced Study in Microwave Engineering (CASME). This certificate program reflects the department's strength in the theoretical and practical aspects of microwave engineering.

The comprehensive set of courses in this certificate program provides a strong theoretical basis for microwave engineering. Moreover, participants of the program gain hands-on experience in practice of microwave engineering. The project-based courses of the certificate teach the student how to design, simulate, build and test a microwave device such as an amplifier, filter, oscillator or antenna. The simulation tools used in these courses are identical to some of the commercial software used by the microwave industry. The test equipment used is state-of-the-art microwave measurement devices commonly used by industry.

The certificate is composed of a comprehensive and coherent collection of courses to ensure that students acquire the following educational outcomes:

1. mastery of the underlying principles of microwave theory;
2. use of microwave theory concepts to design microwave devices satisfying a given set of specifications and to predict their behavior;
3. use of the latest software tools to simulate microwave circuit behavior;
4. use of microwave theory concepts and CAD software to optimize microwave circuits to meet given specifications;
5. mastery of the use of microwave equipment such as network and spectrum analyzers.

Successful completion of the CASME does not ensure admission to the Master of Science in Electrical Engineering (MSEE). However, the credits earned by completing the courses specified above can be accepted towards the MSEE program.

Admission to the CASME is based on academic record of a BS in electrical engineering, professional experience, and letters of recommendation.

Requirements

ELE 621: Electromagnetic Fields

ELE 623: Microwave Measurements

Four courses from the following list:

ELE 721: Antennas & Antenna Systems

ELE 722: Microwave Filters

ELE 723: Microwave Transistor Amplifiers

ELE 724: Microwave Oscillators

ELE 725: Electromagnetic Engineering I

ELE 726: Computational Methods of Field Theory

ELE 728: Planar Microwave Antennas

ELE 751: Wireless Communications

RESTRICTION: A selection of four courses must include at least two of the following:

ELE 722: Microwave Filters

ELE 723: Microwave Transistor Amplifiers

ELE 724: Microwave Oscillators

ELE 728: Planar Microwave Antennas

Must maintain a cumulative total GPA of at least a 3.0 in those courses to be credited towards the CASME

Program Overview

Public Health

Contact: Thomas H. Dennison, Ph.D., Associate Director
426 Eggers Hall; 315-443-9060; thdennis@maxwell.syr.edu

www.upstate.edu/cnymph

The Master of Public Health (M.P.H) degree is a collaborative program, sponsored jointly by SUNY Upstate Medical University (UMU) and Syracuse University (SU). Participating colleges at Syracuse University include the Maxwell School of Citizenship and Public Affairs, the College of Human Ecology, L.C. Smith College of Engineering and Computer Science, and the College of Law.

The program is designed to prepare students in the basic knowledge areas in public health through a core curriculum of required courses; extend that knowledge through elective coursework and through practical skills honed in field experiences; and demonstrate an integration of that knowledge through a culminating experience. The basic knowledge areas include: biostatistics, epidemiology, environmental health, health policy and management and social and behavioral sciences. A minimum of 42 credits is required for the degree, consistent with the accreditation criteria for public health programs promulgated by the Council on Education for Public Health.

The M.P.H. student body consists of individuals with a variety of backgrounds and preparations, including students directly out of undergraduate school with a relevant baccalaureate degree as well as professionals with graduate degrees and significant work experience in public health administration or clinical care. Students will be prepared for career opportunities in public health administration, leadership roles in private agencies involved in public health delivery and advocacy, research, and clinical care broadened by an understanding of the health care delivery system and grounded in public health practice.

Admission

Students interested in the M.P.H. must complete an application online at:

http://www.upstate.edu/cnymph/academic/mph_degree/how_to_apply.php

Systems Assurance

CERTIFICATE OF ADVANCED STUDY IN SYSTEMS ASSURANCE

The Department of EECS offers a Certificate of Advanced Study in Systems Assurance (CASSA), established in concert with the Systems Assurance Institute. The courses cover the wide spectrum of system assurance, including the theoretical foundations, the synthesis of assured software and hardware, and the deployment of large-scale systems.

This CASSA fits within the scope of the computer engineering (CE) and computer science (CS) master's programs. To receive this certificate, students must be enrolled in either the CE or the CS program and be accepted into the certificate program.

Students who receive this certificate will have developed a broad background in security and information assurance, distinguishing themselves by their ability to:

- analyze, synthesize, and make judgments based on engineering and computer science principles; and
- use analytical techniques to evaluate the implications of policies, standards, and procedures; the ramifications of changes; and the potential dangers of refinements.

The curriculum for the CASSA ensures that students who successfully complete this certificate achieve the following three educational outcomes:

1. Students comprehend the concepts underlying security and system assurance.
2. Students can apply those concepts to construct assured systems.
3. Students can critically analyze and evaluate systems' conformance to their requirements.

For more information, refer to the following web site: www.sai.syr.edu/education/cassa.

Requirements

CIS/CSE 583: Systems Assurance Seminar

A total of 5 courses (at least 2 courses from each track):

Foundations for Assurance Track

CIS 628: Introduction to Cryptography

CIS 632: Modeling Concurrent Systems

CIS/CSE 774: Principles of Distributed Access Control

CIS/CSE 690: IA Foundations Independent Project

Assurance Applications Track

CIS 752: Wireless Network Security

CIS/CSE 758: Internet Security

CIS/CSE 785: Computer Security

CIS/CSE 690: IA Applications Independent Project

Note: Other courses may be added to this collection.

Successfully complete 1 course from the following list:

Non-Technical Assurance Electives

IST 618: Survey of Telecomm & Information Policy

IST 625: Risk Management

IST 629: Organizational Information Security

IST 642: Electronic Commerce

IST 728: Information Security Policy

PSC 655: Global Information Technology Policy
PSC 755: Politics & Governance in the Information Age
Note: Other courses may be added to this collection.

Courses

Aerospace Engineering

AEE 527 Helicopter Dynamics 3 SI

Introduction to the helicopter; hover- and vertical-flight analysis; autorotation and vertical descent; blade motion and rotor control; aerodynamics of forward flight. PREREQ: AEE 342, 427.

AEE 542 Hypersonic/High Temp Gas Dynamics 3 SI

Inviscid and viscous hypersonic fluid dynamics with and without high temperature effects. Approximate and exact methods for analyzing hypersonic flows. Elements of statistical thermodynamics, kinetic theory, and nonequilibrium gas dynamics. Experimental methods. PREREQ: MAE 251, AEE 343.

AEE 577 Introduction to Space Flight 3 Y

Two-body orbital mechanics, orbits and trajectories, interplanetary transfers, vehicle and booster performance. PREREQ: ECS 222.

AEE 628 Adv Spacecraft Dyn 3 IR

Analytical techniques, including dyadic operators for rotational motion, Lambert's theorem and its use in spacecraft mission analysis computer programs, and Bierman's factorized estimation board.

AEE 636 Structural Dynamics/Vehicle 3 IR

Static aeroelasticity, unsteady aerodynamics of airfoils and wings, lifting surface flutter, panel flutter, and dynamic response including modal techniques. PREREQ: MAE 627.

AEE 637 Adv Mech/Aerospace/Structr 3 IR

Structural problems not amenable to elementary analysis, such as swept and delta wings, stresses around cutouts, shear lag, torsion with restrained warping, general instability of stiffened shells, thermal stresses. Matrix and energy methods.

AEE 685 Principles of Turbomachines 3 SI

Crosslisted with: MAE 585, MEE 685 Fluid dynamics and thermodynamics of turbomachines. Performance characteristics and analysis of axial and radial turbomachines. Cascade theory. Radial equilibrium equation. Meridional flow analysis. Three dimensional flow characteristics of turbomachines.

AEE 727 Adv Helicopter Dynamics II 3 IR

Rotary wing dynamics, flapping motion, coupled flap-lag motion. Stability and control, longitudinal dynamics, lateral dynamics, and coupled longitudinal and lateral dynamics. PREREQ: AEE 627.

AEE 747 Hypersonic Gas Dyn 3 IR

Classification, physical properties of hypersonic flows. Thickness and structure of shock fronts. Real gas effects, relaxation phenomena. Compressible viscous boundary layer flows. Shock layer flows. Two-layer Newtonian flow models. Aerodynamic applications. Hypersonic flow generation, simulation. PREREQ: MAE 647.

AEE 995 Graduate Seminar 0-3

Crosslisted with: MAE 995

AEE 996 Special Project 0-6

R

AEE 997 Masters Thesis 0-9 Y

R

AEE 999 Dissertation 0-15 Y

R

Bioengineering

BEN 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

BEN 541 Principles of Tissue Engineering 3 Y

Cellular and biomaterials principles relevant to tissue engineering, focusing on cellular and tissue organization; regulation of cell behavior; biomaterials for tissue regenerations; tissue engineering applications in cardiovascular, neurological, and musculoskeletal and other organ systems. PREREQ: BEN 301.

BEN 575 Process Control 3 Y

Crosslisted with: CEN 575 Modeling and linearization of process dynamics. Transfer functions. Performance and stability of feedback control loops. Introduction to multivariable and digital controls.

BEN 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

BEN 601 Graduate Bioengineering Seminar 0-1 S

Selected topics in bioengineering. Presentations by internal and external speakers, discussions with students. R, 1 credit maximum

BEN 648 Biofluid Dynamics 3 SI

Crosslisted with: MAE 648 Principles of momentum transfer in bioengineering systems. Flight and swimming in nature including flagellar propulsion. Newtonian and non-Newtonian fluid phenomena, including low-Reynolds-number flow, pulsatile and separated flows. Flow past bifurcations. Respiratory and blood circulatory flows.

BEN 658 Biomedical Imaging 3 Y

Double Numbered with: BEN 458 Basics of imaging techniques useful for biological and medical applications. Microscopy, electron microscopy, acoustic microscopy, atomic force microscopy, magnetic resonance imaging. Discussion of images and literature. MRI laboratory exercises.

BEN 664 Quantitative Physiology 4 Y

Double Numbered with: BEN 364 Introduction to mammalian physiology from an engineering perspective. Each of the major systems of the body will be addressed, with an emphasis on electrical, mechanical, and thermodynamic principles Lecture and laboratory. Additional work required of graduate students. PREREQ: BEN 301.

BEN 665 Biomechanics 3 Y

Double Numbered with: BEN 465 Functions and mechanical properties of cells and tissues, how those cells and tissues combine to form structures, the properties and behaviors of those structures, and biomechanical techniques to analyze the structures and individual components. PREREQ: ECS 221, MAT 485, BEN 664.

BEN 666 Advanced Biomechanics 3-4 Y

Double Numbered with: BEN 466 Introduction to kinesiology and kinematics; finite element method; joint force analysis and the properties of bone cartilage and tendon as related to functional analysis of bone-joint systems. PREREQ: BEN 665 COREQ: BEN 667.

BEN 667 Advanced Biomechanics Lab 3 Y

Double Numbered with: BEN 467 Practical experience in the design, execution and evaluation of experiments. Test the properties of biomaterials, forces on bones and joints using a variety of instruments and transducers. PREREQ: BEN 665 COREQ: BEN 666.

BEN 668 Biomaterials & Medical Devices 3 Y

Double Numbered with: BEN 468 Materials science and biological issues associated with medical devices and biomaterials are discussed. Bulk and surface materials science, tissue engineering, degradation and biocompatibility are addressed and related to medical device design and regulatory issues.

BEN 670 Experience Credit 1-6 S

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

BEN 690 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

BEN 741 Biopolymers 3 IR

Polymer structure, physical properties, and clinical applications of natural and synthetic biomedical polymers. Polymer synthesis, structural and molecular characterization, material properties, polymer processing, biocompatibility, and polymer degradation will be discussed. PREREQ: BEN 668.

BEN 768 Surfaces of Biomaterials 3 Y
Metallic, ceramic, and polymeric surfaces used in biomaterials. Surface forces, structure, chemistry, electrochemical behavior of surfaces, and corrosion reactions related to material-body interactions will be discussed and surface-analytical techniques present.

BEN 997 Thesis for the M.S. Degree 1-6 S
Independent investigation on a topic of interest under supervision of a member of the faculty. R11, 12 credits maximum

BEN 999 Dissertation 1-15 S
Research work on a doctoral dissertation under the supervision of a member of the faculty. R14, 30 credits maximum

Chemical Engineering

CEN 500 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CEN 542 Heat and Mass Transfer Operations 3 Y
Selected topics in mass and heat and heat transfer. Application of principles of units operations.
PREREQ: CEN 341.

CEN 551 Biochemical Engineering 3 Y
Introduction to microbiology, biochemical kinetics. Biochemical-reactor design, including methods for oxygen transfer and control. Introduction to separation processes in biochemical engineering.
PREREQ: CHE 275, 346; CEN 333.

CEN 561 Polymer Science & Engineering 3 Y
Polymer structure, physical properties, and applications of polymers. Polymer synthesis, characterization of molecular structure, and copolymerization and blending. Unique physical properties of polymeric materials. Processing and applications of polymers.

CEN 565 Bioremediation 3
Crosslisted with: CIE 565
Uses of bioremediation in engineering applications. Role of microorganisms in degradation of pollutants and contaminants. Regulatory, societal, and legal issues of bioremediation.
PREREQ: CIE 472.

CEN 567 Biotechnology 3
Crosslisted with: CIE 567
Engineering applications of biotechnology in agriculture, industry, and the environment. Principles of molecular genetics as applied in the biotechnology industry. Hands-on exposure to laboratory recombinant DNA technology.
PREREQ: CIE 472.

CEN 573 Principles and Design in Air Pollution Control 3 IR
Fundamental principles of pollution control, design of control processes and equipment. Criteria for selection of control processes and equipment for gaseous and particulate pollutants.

CEN 574 Process Design 4 Y
Chemical engineering principles for plant design and optimal process operation. Cost estimation and profitability analysis. Shortcut and computer-aided process design techniques. Environmental impact and health and safety concerns.
PREREQ: CEN 353, 587.

CEN 575 Process Control 3 Y
Crosslisted with: BEN 575
Modeling and linearization of process dynamics. Transfer functions. Performance and stability of feedback control loops. Introduction to multivariable and digital controls.
PREREQ: MAT 485.

CEN 576 Green Engineering 3 IR
Review of environmental regulations. Evaluating the environmental fate of chemicals. Techniques for improving environmental performance of processes. Methods for evaluating environmental performance, design of unit Operations, and flowsheets for pollution prevention. Environmental cost accounting.
PREREQ: CEN 341 AND CEN 353.

CEN 587 Chemical Reaction Engineering 3 Y
Conversion and reactor sizing, isothermal reactor design for flow and batch systems, rate laws and stoichiometry, analysis of rate data, multiple reactions, introduction to heterogeneous reactor design.
PREREQ: CEN 341, CHE 356.

CEN 590 Recent Advances In Cen 3 IR
Selected topics in research and new areas of competence in chemical engineering. R

CEN 600 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CEN 651 Chemical Engineering Thermodynamics 3 SI
Classical thermodynamics of phase equilibria. Thermodynamic properties from volumetric data. Intermolecular forces. Fugacities of gas mixtures. Fugacities in liquid mixtures. Excess functions. Theories of solutions. Polymer solutions. Solubilities of gases and solids in liquids. High-pressure vapor-liquid equilibria.

CEN 661 Environmental Chemistry and Analysis 3 Y
Crosslisted with: CIE 671; Double Numbered with: CEN 461
An introduction to chemical principles in natural and engineered environmental systems. Thermodynamics and kinetics of reactions; acid-base chemistry; environmental organic chemistry; treatment process design applications. Includes selected laboratory exercises. Additional work is required of graduate students.

CEN 671 Chemical Engineering Methods I 3 Y
Use of fundamental physical, chemical and mathematical principles involving chemical engineering problems. Problems associated with transport theory and chemical kinetics requiring the solution of partial differential equations using orthogonal function expansions. Duhammel's theorem and other techniques.

CEN 676 Optimization Techniques in Chemical Engineering 3 SI
Optimization methods applied to engineering systems. Linear and quadratic programming. Direct and gradient search procedures. Kuhn-Tucker conditions. Techniques for variational problems.

CEN 741 Transport Phenomena I 3 Y
Tensor analysis. Reynold's transport theorem. Constitutive equations for stress. Momentum transport equations. Creeping flow, nonviscous flow, boundary layer flow. Flow through porous media. Turbulence. Energy transport equation. Conduction, natural and forced convection solutions. Boundary layer heat transfer.
PREREQ: CEN 542, 671.

CEN 761 Rheology & Polymer Process 3 SI
Introduction to flow phenomena in polymeric fluids; the non-Newtonian rheological behavior of polymer solutions and melts; constitutive relations for the flow properties; applications in polymer processing; characterization of polymer mechanical properties, morphology and structure.
PREREQ: CEN 741.

CEN 772 Chemical Engineering Methods II 3 SI
Continuation of CEN 671. Use of integral equations and variational methods in chemical reactor calculations. Solution of nonlinear differential equations using perturbation, weighted residual, and numerical methods.
PREREQ: CEN 671.

CEN 786 Kinetics 3 Y
Homogenous reactions: tubular and stirred reactors, axial and radial transport. Residence time distribution. Heterogenous reactions-catalytic: rates, pores, transport, in fixed and fluid beds, non-catalytic reaction and growth of new phases.
PREREQ: CEN 587, 651, 671.

CEN 789 Advanced Topics in Colloidal and Interfacial Phenomena 3 SI
Topics include colloidal interactions in dispersions; stability of colloidal systems; adsorption/desorption phenomena; many-body interactions; periodic colloid structures; order/disorder transformations in colloidal fluids; and rheology and transport properties of interacting dispersions.

CEN 790 Advanced Topics in Chemical Engineering 1-3 SI
Recent advances in chemical engineering science. R

CEN 890 Advanced Topics In Chemical Engineering 3 SI
Recent advances in chemical engineering research, including experimental techniques. R

CEN 997 **Masters Thesis 0-6 S**
R

CEN 999 **Dissertation 0-15 S**
R

Civil Engineering

CIE 535 **Structl Steel Design 3 O**

Design of structures using load- and resistance-factor design concept. Limit states design of columns, beams, beam-columns, frames, connections, plate girders, and composite sections. Computer applications to design. PREREQ: CIE 331.

CIE 536 **Prestrssd Concrete Design 3 O**

Analysis and design of prestressed concrete members for flexure, shear, torsion, and compression. Basic concept of prestressing. Stress computation and prestress loss estimation. Deflection and crack control. PREREQ: CIE 331.

CIE 538 **Dynamics of Structures 3 SI**

Response of single and multiple degree of freedom systems to dynamic loadings (harmonic, blast, wind, earthquake); design of buildings, bridges, and pipelines for dynamic loading (with particular emphasis on earthquakes); building and bridge codes.

CIE 545 **Pavement Design 3 E**

Pavement types and stress analysis, traffic assessment, subgrade and pavement materials evaluation, design of flexible and rigid pavements for highways and airports, pavement distress and rehabilitation, introduction to pavement management systems and SuperPave mix design. PREREQ: CIE 338; COREQ: CIE 443/643.

CIE 549 **Designing and Geofam 3 SI**

Introduction to geofam production, physical properties, evaluation of engineering parameters, specification and quality assurance, analyses and design of selected applications, comparison with conventional methods, field monitoring, and case histories. PREREQ: CIE 338.

CIE 554 **Prin Envrn Toxicology 3 SI**

Factors that make chemicals environmental hazards and techniques used in their evaluation. Topics include chemical, physiological, and molecular aspects of toxicology; transport and fate of chemicals in the environment; and current legislation. PREREQ: BIO 121, 123, OR CHE 106, 107, 275.

CIE 555 **Hazardous Waste Mgmt 3 Y**

Regulations that address management of hazardous wastes. Practices and technologies commonly used in meeting regulations. Investigative and diagnostic techniques.

CIE 558 **Solid Wastes: Collection and Disposal 3 O**

Composition of refuse. Quantities produced by individuals and industries. Collection equipment, methods, and associated costs. Disposal problems and solutions, such as landfills, incineration, and composting.

CIE 561 **Air Resources I 3 O**

Occurrence, nature and properties, major sources and quantities of contaminants. Ambient air concentration levels, community distribution patterns, and control of air pollution.

CIE 565 **Bioremediation 3 IR**

Crosslisted with: CEN 565
Uses of bioremediation in engineering applications. Role of microorganisms in degradation of pollutants and contaminants. Regulatory, societal, and legal issues of bioremediation. PREREQ: CIE 472.

CIE 567 **Biotechnology 3 IR**

Crosslisted with: CEN 567
Engineering applications of biotechnology in agriculture, industry, and the environment. Principles of molecular genetics as applied in the biotechnology industry. Hands-on exposure to laboratory recombinant DNA technology. PREREQ: CIE 472.

CIE 570 **Water&Wastewtr Trtmnt Des 3 IR**

Design of water and wastewater treatment plants; design capacity, process size and configuration, and overall treatment system performance for specific use needs and regulatory requirements. Groups prepare designs and cost estimates with written and oral reports. PREREQ: CIE 327, 342. R

CIE 584 **Design W/Geosynthetics 3 SI**

Engineering properties of geosynthetics (geotextiles, geogrids, geonets, geomembranes, and geocomposites). Design of filters using geotextiles, retaining structures using geosynthetics, design of liquid impoundment, and solid waste containment facilities. PREREQ: CIE 337.

CIE 631 **Structural Analysis I 3 SI**

Classical theories of analysis and the application of theories of elasticity, plasticity, and elastic stability to structures.

CIE 632 **Structural Analysis II 3 SI**

Matrix methods in the analysis of complex structural systems. Structural dynamic analysis of single- and multi-degree-of-freedom systems. PREREQ: CIE 631.

CIE 633 **Finite Element Analysis 3 Y**

Fundamentals and techniques of modern finite analytical methods, including the finite element and finite difference methods. Application to elasticity, plate, shell seepage, torsion, and fracture mechanics problems.

CIE 634 **Stability Analysis of Structural Systems 3 SI**

Stability analysis of bars, arches, plates and shells. Stability criteria. Analytical and numerical solutions to stability problems. Effects of geometrical imperfections and material nonlinearity. Design considerations for stability.

CIE 635 **Adv Reinforced Concr Des 3 IR**
Relation of straight line and ultimate theories to the analysis and design of reinforced and prestressed concrete structures.

CIE 636 **Plstc Des/Steel Strctures 3 SI**

Design of steel structures using plasticity theory. Concept of plastic hinge and collapse mechanism. Lower and upper bound theorems. Equilibrium and mechanism methods for the analysis and design of continuous beams and frames.

CIE 637 **Adv Soil Mech Fndtns I 3 Y**

Physiochemical studies of soils and soil behavior. Stress distribution in soil masses. Immediate and time-dependent compression of soils. Settlement analysis. Seepage through foundations and earth structures.

CIE 638 **Adv Soil Mech&Foundtns II 3 O**

Shear strength of soils. Bearing capacity and slope stability analyses. Earth pressures and analysis of retaining structures. Soil dynamics.

CIE 641 **Seepage & Earth Dam Desgn 3 IR**

Types of earth dams. Method of construction. Case histories. Stability of dams. Seepage-flow nets. Effective stress analysis. Darcy's law. Estimation of flow. Design of filters. Instrumentation. Design of dams for earthquake forces. PREREQ: CIE 337.

CIE 642 **Treatment Processes in Environmental Engineering 3-4 Y**

Double Numbered with: CIE 442
Fundamental engineering concepts and principles used for the design and operation of water and wastewater treatment systems. Estimating water demand and wastewater flows in the urban water use cycle. Significance of government regulations and standards.

CIE 643 **Transportation Engineering 3 Y**

Double Numbered with: CIE 443
Transportation systems, modes and significance. Traffic engineering fundamental relationships and field studies. Intersection design and control. Geometric design of road alignments. Introduction to transportation planning. Additional work required of graduate students. A research report is required for CIE 643. PREREQ: CIE 272.

CIE 651 **Physical-Chemical Process 3 E**

Principles used in the analysis and design of physical-chemical water/waste-treatment processes.

CIE 652 **Biological Waste Treatment 3 SI**

Theories and Advanced design concepts for aerobic, anoxic and anaerobic system applications.

CIE 653 **Applied Aquatic Chemistry 3 O**

Principles of aquatic chemistry applied to the solution of environmental engineering problems. Includes acid-base, carbonate, precipitation-dissolution, coordination, and oxidation-reduction chemistry. PREREQ: CIE 471 OR 671.

CIE 657 Biogeochemistry 3

Double Numbered with: CIE 457

Biogeochemical relationships as a unifying concept for ecological systems, including importance of biogeochemical relationships in ecosystems and global cycles. The interface between abiotic and biotic components of ecosystems is explained. Additional work required of graduate students.

CIE 660 Seminar Civil Engineering 0-3 S

Research report presentations by students and visiting specialists in civil engineering and associated sciences and professions. Required each semester of all M.C.E. candidates. R

CIE 662 Chem/Soil & Natural Srfcs 3 E

General principles. Chemical properties of soils, nature of surfaces, soil formation, soil minerals, and mechanisms regulating solute chemistry in soil solutions.

CIE 666 Design of Concrete Bridges 3 IR

Analysis and design of highway concrete bridges. Bridge economics, aesthetics, construction, load distribution, and design using load resistance factor design (LRFD). Analysis of stresses and deformations, and the relation to AASHTO-LRFD Design Specifications.

CIE 671 Environmental Chemistry and Analysis 3 Y

Crosslisted with: CEN 661; Double Numbered with: CIE 471

An introduction to chemical principles in natural and engineered environmental systems. Thermodynamics and kinetics of reactions; acid-base chemistry; environmental organic chemistry; treatment process design applications. Includes selected laboratory exercises. Additional work is required of graduate students.

CIE 672 Applied Env Microbiology 3 Y

Double Numbered with: CIE 472

General Principles and application of environmental microbiology and microbial processes. Role of microbes in water pollution control, environmental health, and element cycling in the environment. Additional work is required of graduate students.

CIE 673 Transp Procss/Env Engrng 3 E

Double Numbered with: CIE 473

Fundamentals and applications of mass and heat transport in environmental engineering. Molecular and turbulent diffusion, advection, dispersion, settling, and surface transfer in air and water. Quantitative applications in treatment systems and the natural environment. Additional work is required of graduate students.

PREREQ: CIE 327 OR MAE 341, CIE 341.

CIE 678 Rehabilitation of Civil Infrastructure 3 Y

Double Numbered with: CIE 478

Deterioration of construction materials. Evaluation, non-destructive testing, and rehabilitation of existing structures. Properties and applications of repair materials. Seismic retrofit of bridges. Analysis and design of structural members retrofitted with carbon fiber reinforced polymer composites. PREREQ: ECS 325, CIE 332.

CIE 690 Independent Study 1-6 IR

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

CIE 737 Applied Soil Mechanics 3 SI

Shallow and deep foundations, buried structures, and earth structures.

PREREQ: CIE 638; COREQ CIE 638.

CIE 739 Soil Stabilization 3 SI

Principles and practice of stabilization techniques for soil and rock material: chemical, mechanical electrosmosis, chemical and cement grouting, de-watering, heating, and dynamic consolidation.

PREREQ: CIE 637.

CIE 740 Soil Dynamics 3 SI

Earthquakes: magnitude, intensity, design acceleration history, response spectra, soil behavior under dynamic loads, wave propagation, shear modulus and damping dynamic analysis, design of retaining walls, shallow foundations and deep foundation for earthquakes.

PREREQ: CIE 637.

CIE 789 Special Investigtns/CIE 3 S

Special investigations and research in civil engineering designed to meet the needs of individual students. R

CIE 996 Master's Project 3 S

Investigation of a civil engineering or environmental engineering or science problem. A written report is required in accordance with current departmental guidelines. Required of all students electing the non-thesis option for a master's degree. R

CIE 997 Masters Thesis 0-6 S

Research thesis on some phases of engineering to be selected by student and approved by department chair. R

CIE 999 Dissertation 0-15 S

Research Studies directed to the dissertation under supervision of member of Graduate School faculty. R

Computational Science**CPS 504 Introduction to C++ 3**

Object oriented programming in C++: classes, derived classes, data abstraction, inheritance, and access control. Substantial programming assignments. For students not majoring in computer science.

PREREQ: CPS 196.

CPS 506 Introduction to C 3

Programming in C: data types, control structures; the preprocessor; arrays and pointers. Substantial programming assignments. For students in computer science.

CPS 640 Tpcs:Ntwkng&Multimed Appl 3

Current topics in networking and multimedia applications. Topics may include advanced networking solutions, performance issues and design of multimedia delivery systems, and integration of distributed multi-media software.

PREREQ: CPS 606 OR CPS 616. R

CPS 690 Independent Study 1-6

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

Computer And Information Science**CIS 500 Selected Topics 1-3**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CIS 521 Discrete Mathematics and Data Structures 3 S

Basic discrete mathematics: sets, relations, graphs, functions. Fundamental properties of linked lists, graphs and trees, their computer representations and algorithms that manipulate them. Hash Tables, relational structures, directory structures.

CIS 531 Compiler Construction 3 SI

Programming a small compiler. Lexical analysis, tokens, finite automata, hashing. Syntax analysis, grammars, syntax trees, error recovery. Scope and type analysis, symbol tables. Run-time stack, variable addressing, expression evaluation, procedure activation, recursion. Code generation, optimization, portability.

PREREQ: CIS 351.

CIS 542 Computer Organization and Architecture 3

Instruction set design, computer arithmetic, processor organization, high-level programs and machine code, memories, performance measurement, pipelining, input-output organizations.

COREQ: CIS 555.

CIS 543 Control of Robots 3 Y

Crosslisted with: ELE 516

Kinematics, dynamics, and control of mobile and/or manipulator robots. Path planning, actuators, sensors, human/machine interface. Two hours lecture and two hours laboratory weekly. Design project.

CIS 545 Introduction to Combinatorics 3 Y

Crosslisted with: MAT 545

Permutations, combinations, recurrence relations, generating functions, inclusion-exclusion and applications, introductory graph theory.

PREREQ: CIS/MAT 275.

CIS 551 Modern Programming in Java 3
Programming in Java with generic classes. Defining generic classes. Specifying types and inheritance. Verifying correctness of Java methods and classes. Managing concurrency, remote method invocation, and performance considerations.
PREREQ: CIS 351, CIS 352.

CIS 553 Softw. Sys. Implem. 3 Y
Organization, analysis, and documentation of a sophisticated implementation project in a prominent high-level language, such as ADA, C, or Modular-2. Substantial programming assignments and analytical documentation. Language and project may vary from year to year.
PREREQ: CIS 453.

CIS 554 Object Oriented Programming in C++ 3 Y
Survey of basic C constructs. Data abstraction, classes, derived classes, types, structures and template. Access control, information hiding, multiple inheritance. Formatting stream I/O, libraries, interfaces, modular system Organization. Substantial programming assignments.
PREREQ: ECS 102.

CIS 555 Principles of Programming I 3
Abstract data structures, linked structures, trees including AVL and B-trees, hashing, memory management, search and sort algorithms, object-oriented programming.
COREQ: CIS 521.

CIS 556 Principles of Programming II 3
Functional programming, modules, data encapsulation, types and polymorphism, program correctness, lambda-calculus, beta-reduction, evaluation strategies, basic implementation techniques.
PREREQ: CIS 555, 521.

CIS 565 Intro Artifcl Neural Ntwks 3 Y
Perceptrons and the Perceptron Convergence Theorem; non-linear optimization, gradient descent methods; neural net architecture, conjugate-gradient and recurrent networks; Hopfield networks, Kohonen's feature maps; non-neural clustering algorithms.

CIS 567 Knowldg Represntn/Reasong 3
Applications of mathematical methods to knowledge bases. Methods include nonclassical, fuzzy logic and statistical inference. Application topics include planning, temporal and physical reasoning, attitudes, the frame problem, preference, constraints, qualitative differential equations, situation theory.

CIS 581 Concurrent Programming 3 IR
Processes, events, alphabets, and trace sets. Process equivalence. Divergence, dead-lock, fairness, and termination. Message channels, buffers, pipelines, trees, rings, grids, recursive nets. Mutual exclusion, semaphores, conditional critical regions, monitors, remote procedures. Programming exercises in Joyce.

CIS 583 Systems Assurance Seminar 3 Y
Crosslisted with: CSE 583
Basic terminology of assurance and cryptography. Social and privacy issues of assurance. Ethics in computing. Legal aspects and implications of system assurance. Weekly presentations by external and internal speakers.

CIS 606 Comp Meth Distr Info Sys 3
Double Numbered with: CIS 406
Computational methods and algorithms for information technologies. Includes network issues, digital media, Web access to databases, software and hardware architectures, and virtual reality. Project or term paper required for CIS 606, not for CIS 406.
PREREQ: CIS 401/601 OR CIS 615 OR CIS 616.

CIS 607 Mathematical Basis for Computing 3 Y
Crosslisted with: CSE 607
Mathematical logic including predicate calculus, induction, theories with equality relations and groups. Mathematical logic applied to structures like nonnegative integers, tuples, lists, and trees.

CIS 623 Structrd Progr&Formal Meth 3 S
Reasoning about programs: specification, design, and realization of provably correct programs. Program and data structures, binding, procedures, recursion.
PREREQ: CIS/CSE 607.

CIS 625 Computer Graphics 3 IR
Graphics programming. User interfaces. Modeling and viewing transformations. Shading techniques. Representations of three-dimensional models. Curves and non-planar surfaces. Ray tracing and radiosity. Antialiasing. Programming project required.

CIS 626 Theor Found of Comp Scien 3 Y
Computability and decidability, first-order logic, lambda calculus systems, program verification, semantics of programming languages, theory of language.
PREREQ: CIS 521.

CIS 628 Introduction to Cryptography 3
Classical and public-key cryptography. Topics include classical cryptosystems and their cryptanalysis, RSA and other public key cryptosystems, pseudo-random sequences, zero-knowledge protocols, related ethical and social concerns.
PREREQ: CIS 575, 675, MAT 534 OR 541.

CIS 631 Compiler Design 3 IR
Development of the logical design of a compiler: lexical analyzer, parser, symbol table, error routines, code generator, and code optimizer. Analysis of formal algorithms for each component, description of overall compiler-construction techniques.

CIS 632 Modeling Concurrent Systems 3 SI
Formal methods for specifying, modeling, and analyzing concurrent systems, and mathematical basis for such methods. Automated and semi-automated tools to apply these methods to analyze emergent behavior of computing related applications.
PREREQ: CIS/CSE 607.

CIS 643 Computer Security 3
Crosslisted with: CSE 643
Operating system security. Unix security. Trusted Computing Base. Authentication. Access control. Security models. Capability. Sandboxing. Software vulnerabilities. Worms. Viruses. Secure engineering principles. Secure programming. Auditing. Forensics.

CIS 644 Internet Security 3 Y
Crosslisted with: CSE 644
Internet architecture. Security and attacks on TCP/IP, DNS, and BGP protocols. Internet protocol security. Firewall. Intrusion detection. Network traceback. Web security. Encryption. Public Key infrastructure. One-way hash function. Digital signature. Security protocols.

CIS 645 Graph Theory 3 Y
Crosslisted with: MAT 645
Fundamentals of graph theory and special topics including networks, matching, connectivity, planarity, and automorphism groups.
PREREQ: MAT 531.

CIS 646 Enumeration, Designs, and Matroids 3 IR
Crosslisted with: MAT 646
Generating functions, Polya enumeration, set systems, design parameters, finite projective planes, matroids.
PREREQ: MAT 531.

CIS 655 Computer Architecture 3 IR
Computer-architecture characteristics and their effect on the design and performance of programs. Price-performance tradeoffs, instruction set design, memory hierarchies, pipelining, storage systems, selected topics in parallel architectures. Architecture of specified computers.
PREREQ: CIS 341.

CIS 656 Concepts/Concurrent Progm 3 IR
Introduction to concurrent programming. Programming-language features for expressing concurrent execution (processes), process communication, and process synchronization; methods of proving properties of concurrent programs, techniques for implementing concurrent systems.
PREREQ: CIS 623.

CIS 657 Prcnpls Operating Systems 3 IR
Design and implementation of operating systems. Process and memory management, resource scheduling, file system management, I/O and kernel services and structuring. Includes weekly lab using a Unix-like operating system.
PREREQ: CIS/CSE 486 OR EQUIVALENT.

CIS 661 Logic Programming I 3 IR

Formal logic as a programming language. Use of theorem prover as interpreter for programming languages, particularly Horn clause systems. Representation of problem transformations of programs. Applications, including natural-language processing, database representation, and query and expert systems; extensions of Horn clause formalisms.

CIS 662 Logic Programming II 3 IR

Formal logic as a programming language. Use of theorem prover as interpreter for programming languages, particularly Horn clause systems. Representation of problem transformations of programs. Applications, including natural-language processing, database representation, and query and expert systems; extensions of Horn clause formalisms.

CIS 663 Logics/Artif'L Intell 3 E

Fundamentals of logical systems applicable to artificial intelligence. Survey of classical first-order logic, proof theory and model theory. Multivalued logics, nonmonotonic logics, temporal and modal logics, fuzzy reasoning. Readings in recent technical papers and surveys.

CIS 665 Computer Vision 3 O

Image formation, edge detection, filtering, stereo vision, surface orientation. Optical flow, boundary detection, region growing, texture, motion analysis, representation of two- and three-dimensional objects. Knowledge representation issues for computer vision.

CIS 666 Expert Systems 3 SI

Crosslisted with: CSE 683
Production rules, forward/backward chaining, Rete algorithm, structured objects, introduction to an expert system language/shell, probabilistic inference networks, fuzzy logic, knowledge acquisition, and explanation generation. Programming project or term paper required.

CIS 667 Intro/Artfcl. Intelligence 3 SI

Crosslisted with: CSE 684; Double Numbered with: CIS 467
Knowledge representation, production systems, search algorithms, game playing, uncertainty handling, learning, automated reasoning, computer vision, and natural language processing. Programming project or term paper required for CIS 667, not for CIS 467.

CIS 668 Natural Language Processing 3 SI

Crosslisted with: IST 664; Double Numbered with: CIS 468
Linguistic and computational aspect of natural language processing technologies. Lectures, readings, and projects in the computational techniques required to perform all levels of linguistic processing of text. Additional work required of graduate students.

CIS 671 Introduction to the Theories of Computation and Complexity 3

Graduate-level survey of regular languages, finite state machines, elementary theory of computation, classification of unsolvable problems, elementary computational complexity theory, NP-completeness, and related notions.
PREREQ: CIS 521.

CIS 672 Mathematical Logic I 3

First order logics and interpretations. Godel-Henkin completeness theorem, Herbrand's Theorem, compactness theorem, and the Lowenheim-Skolem Theorem. Basic model theory with applications to the theory of fields. Categoricity in power.

CIS 675 Design and Analysis of Algorithms 3 S

Asymptotic analysis and recurrences; classical numeric algorithms; advanced data structures; graph algorithms; divide-and-conquer, greedy choice, dynamic programming, and other computational strategies; NP-completeness.
PREREQ: CIS/CSE 607.

CIS 678 Quantum Computing 3

Purpose of QC; quantum registers; quantum state transitions; classical vs quantum models of computation; quantum cellular automata and Hilbert Space 12; no-cloning theorem; quantum teleportation; quantum logic.
PREREQ: CIS/CSE 607, MAT 397 OR MAT 331.

CIS 681 Software Modeling and Analysis 3 Y

Crosslisted with: CSE 681
Project-based course covering software modeling, architecture, design, and implementation using diagramming, analysis tools, and common sense engineering methods to analyze performance of concurrent, message-driven systems.

CIS 685 Simulation & Modelling 3 IR

Use of the digital computer for simulation systems. Modeling, construction of flowcharts, fixed-time increment and time-status register methods of simulating, simulation languages, generation of random numbers, experimental design, and analysis of simulated data.
PREREQ: IOR 525, 526, OR MAT 521, 525.

CIS 686 Discrete Event Systems 3

A spectrum of discrete event models used to describe and analyze discrete event systems will be covered including automata, Petri nets, Markov chains, and introductions to queuing models and discrete event simulation.
PREREQ: ECS 525 OR MAT 521 OR ELE 606.

CIS 687 Object Oriented Design 3 Y

Crosslisted with: CSE 687
Basic methods of object oriented software design and implementation. Object oriented software engineering methodologies: specification, hierarchical decomposition, reuse and extensibility. Implementation of projects in object oriented programming language and analysis of design case studies.

CIS 688 Internet Programming 3

Crosslisted with: CSE 686
A laboratory projects course. Programming models on web clients and servers. Topics include: browser and server object models, tagged languages, emphasizing HTML and XML, ASP programming, and database connectivity.

CIS 690 Independent Study 1-6

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

CIS 712 Data Parallel Computing 3

Languages and algorithms for massively parallel computation on SIMD architectures. Illustrations drawn from applications such as shortest path determination, connected components, N-body problems, graphics, differential equations, simulated annealing, calculation in finite fields. Substantial programming project.
PREREQ: CIS 623.

CIS 731 Artificial Neural Netwks 3

Perceptions, capabilities and limitations. Supervised and unsupervised neural learning. Error back propagation and related algorithms. Hopfield model, feature maps, associative memory, simulated annealing, Boltzmann machines, and genetic algorithms. Complexity, capabilities, applications of neural networks.

CIS 752 Wireless Network Security 3

Wireless communication technologies, wireless LAN, mobile IP, mobile ad-hoc networks, wireless sensor networks, secure routing, secure locationing, key management, trust management, group communication, energy efficiency.
COREQ: CIS/CSE 758 OR CIS/CSE 785.

CIS 767 Math Theory of Computatn 3

The classical theory of effective computability, primarily concerned with the existence of computer methods. Topics: Turing machines, computable functions, recursion, unsolvable problems, degrees of unsolvability, applications.
PREREQ: CIS 521.

CIS 774 Principles of Distributed Access Control 3 Y

Crosslisted with: CSE 774
Specification, verification, and design of secure networks using formal logic. Includes historical access control models, role-based access control, and logics for reasoning about authentication, authorization, audit, delegation, and trust.
PREREQ: CIS/CSE 607.

CIS 775 Distributed Objects 3 Y

Crosslisted with: CSE 775
Design and implement software components using the Component Object Model (COM). Students will develop programs with COM components, ActiveX controls, and distributed applications.

CIS 776 Design Patterns 3 Y

Crosslisted with: CSE 776

A seminar course based on the book "Design Patterns." Object oriented design methods emphasizing conceptual understanding rather than software development projects.

CIS 778 Advanced Windows Programming 3 Y

Crosslisted with: CSE 778

Seminar/projects course including: MFC library; windows architecture Graphics Device Interface; common, ActiveX, and Explorer controls; bitmaps; property sheets; toolbars; and status bars.

CIS 784 Software Engineering Studio 3 Y

Crosslisted with: CSE 784

Applied software engineering and project management. Students are expected to analyze, plan, design, implement, test, and evaluate original software system to stand alone or be integrated into an existing environment. All work performed in teams. PREREQ: CSE 682 OR CSE 687.

CIS 787 Analytical Data Mining 3 Y

Crosslisted with: CSE 787

Knowledge discovery process, data warehouses, OLAP, data mining inference based on statistics and machine learning, rule generation; emphasis on analytical aspects; applications.

PREREQ: CIS 675, ELE 606, CSE 607.

CIS 996 Master's Project 3 Y

Analysis and specification of a substantial programming exercise from a precise software definition. Top-down, modular design of algorithms and data structures. Complete and professional documentation of full implementation, including verification and performance analysis.

CIS 997 Masters Thesis 1-6 Y

R

CIS 999 Dissertation 1-15 Y

R

Computer Engineering**CSE 561 Digital Machine Design 3 Y**

Behavioral and structural design methods and examples using a hardware description language (VHDL). Control, arithmetic, bus systems, memory systems. Logic synthesis from hardware language descriptions.

PREREQ: CSE 261.

CSE 565 Introduction to VLSI Testing and Verification 3 SI

Techniques for validating the correctness of the logical and physical implementation of a digital system in two independent modules: (1) functional verification, and (2) test and validation.

PREREQ: CSE 464, 561.

CSE 571 Switching Theory 3**CSE 581 Intro D/Base Mngmt Syst. 3 Y**

DBMS building blocks; entity-relationship and relational models; SQL/Oracle; integrity constraints; database design; file structures; indexing; query processing; transactions and recovery; overview of object relational DBMS, data warehouses, data mining. PREREQ: CSE 382 OR CIS 351.

CSE 583 Systems Assurance Seminar 3 Y

Crosslisted with: CIS 583

Basic terminology of assurance and cryptography. Social and privacy issues of assurance. Ethics in computing. Legal aspects and implications of system assurance. Weekly presentations by external and internal speakers.

CSE 588 Translator Design 3 SI

Compiling or interpreting computer languages. Lexical analysis, grammars, parsing, intermediate code design, semantic processing, optimizing, error processing, and diagnostic tools. Senior or graduate standing in computer engineering.

PREREQ: CSE 382.

CSE 591 Special Problems in Computer Systems Engineering 1-4 SI

Students work on special projects. Instructors present new or special material. R29, 30 credits maximum

CSE 607 Mathematical Basis for Computing 3 Y

Crosslisted with: CIS 607

Mathematical logic including predicate calculus, induction, theories with equality relations and groups. Mathematical logic applied to structures like nonnegative integers, tuples, lists, and trees.

CSE 643 Computer Security 3

Crosslisted with: CIS 643

Operating system security. Unix security. Trusted Computing Base. Authentication. Access control. Security models. Capability. Sandboxing. Software vulnerabilities. Worms. Viruses. Secure engineering principles. Secure programming. Auditing. Forensics.

CSE 644 Internet Security 3 Y

Crosslisted with: CIS 644

Internet architecture. Security and attacks on TCP/IP, DNS, and BGP protocols. Internet protocol security. Firewall. Intrusion detection. Network traceback. Web security. Encryption. Public Key infrastructure. One-way hash function. Digital signature. Security protocols.

PREREQ: CSE 585, CIS 586.

CSE 661 Advncd Cmptr Architect 3 Y

Advanced computer architecture including discussion of instruction set design (RISC and CISC), virtual memory system design, memory hierarchies, cache memories, pipelining, vector processing, I/O subsystems, co-processors, and multiprocessor architectures. Case studies of current systems.

CSE 664 VLSI Design Methods 3 Y

Crosslisted with: ELE 664

MOS VLSI technologies. MOS and CMOS digital circuits. CMOS layout, design rules and simulation. Examples of combinational and sequential circuits. Dynamic logic. Regular structures: memories, PLAs. Individual design project required.

CSE 671 Embedded System Design 3

Methodologies for systematic design of embedded systems. System specification, architecture modeling, component partitioning, estimation metrics, hardware software co-design. Embedded computing platforms and programming. ASIC, CPU, and glue logic. Individual project required.

CSE 681 Software Modeling and Analysis 3 Y

Crosslisted with: CIS 681

Project-based course covering software modeling, architecture, design, and implementation using diagramming, analysis tools, and common sense engineering methods to analyze performance of concurrent, message-driven systems.

CSE 682 Software Engineering 3 Y

Requirements and specifications including tools such as PSL/PSA, SREM, design techniques; Functional decomposition; data flow; data structure, theoretical issues in testing, testing strategies: path; domain; mutation and error specific, cost and reliability models.

CSE 683 Expert Systems 3 SI

Crosslisted with: CIS 666

Production rules, forward/backward chaining, Rete algorithm, structured objects, introduction to an expert system language/shell, probabilistic inference networks, fuzzy logic, knowledge acquisition, and explanation generation. Programming project or term paper required.

CSE 684 Intro/Artfcl. Intelligence 3 SI

Crosslisted with: CIS 667

Knowledge representation, production systems, search algorithms, game playing, uncertainty handling, learning, automated reasoning, computer vision, and natural language processing. Programming project or term paper required for CIS 667, not for CIS 467.

CSE 686 Internet Programming 3 SI

Crosslisted with: CIS 688

A laboratory projects course. Programming models on web clients and servers. Topics include: browser and server object models, tagged languages, emphasizing HTML and XML, ASP programming, and database connectivity.

CSE 687 Object Oriented Design 3 Y

Crosslisted with: CIS 687

Basic methods of object oriented software design and implementation. Object oriented software engineering methodologies: specification, hierarchical decomposition, reuse and extensibility. Implementation of projects in object oriented programming language and analysis of design case studies.

CSE 690 Independent Study 1-6 IR

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

CSE 691 Special Problems in Computer Systems Engineering 1-4 SI

Topics vary and represent current interests in computer engineering. R

CSE 731 VLSI Timing Analysis 3 Y

Delay modeling and timing analysis of interconnections and gates. Critical path analysis and delay budgeting. Buffer insertion and device sizing. Switch and circuit level simulations.

PREREQ: CSE 664.

CSE 762 Distributed Computing Sys 3 SI

Distributed systems modeling using languages such as ADA and CSP. Issues of concurrency control, deadlocks, synchronization, resource allocation, failure recovery and knowledge representation in distributed operating systems, data bases and AI systems; including case studies.

PREREQ: CSE 585, 661.

CSE 764 Advanced Topics in Synthesis of VLSI Systems 3 Y

Issues in design and synthesis of modern VLSI systems from abstract high-level behavioral specifications: temporal and spatial optimizations, synthesis for low power, reconfigurable computing, (digital/analog and SW/HW) co-design, formal specification and verification.

PREREQ: CSE 561, 664.

CSE 765 VLSI Testing and Verification 3 Y

Fault modeling and simulation, automatic test pattern generation, design for testability, boundary scan architectures, and built-in self-test. Functional simulation, coverage metrics, event- and assertion-based verification, and formal methods including model checking and logical equivalence checking.

PREREQ: CSE 561, 664.

CSE 771 Sequential Machine Theory 3 SI

Theoretical aspects and algebraic structure of sequential machines. Characterization of complete and incomplete machines, decomposition, and state assignment problems. Deterministic and nondeterministic finite state machines and regular expressions. Linear machines and machine identification.

PREREQ: CSE 607, AND 571 OR 572.

CSE 772 Testing/Digital Circuits 3 SI

Physical circuit failures and fault models. Test generation algorithms. Fault stimulation and fault coverage. Random pattern testing. Sequential circuit testing. Test application and response processing techniques. Memory, PLA, and function testing. Design for test.

PREREQ: CSE 572, 607.

CSE 773 Cad: Formal Design 3 Y

This course teaches the theory, practice, and tools for using higher-order logic as a means for describing, designing, and verifying computer systems.

PREREQ: CSE 561, 607.

CSE 774 Principles of Distributed Access Control 3 Y

Crosslisted with: CIS 774

Specification, verification, and design of secure networks using formal logic. Includes historical access control models, role-based access control, and logics for reasoning about authentication, authorization, audit, delegation, and trust.

PREREQ: CIS/CSE 607.

CSE 775 Distributed Objects 3 Y

Crosslisted with: CIS 775

Design and implement software components using the Component Object Model (COM). Students will develop programs with COM components, ActiveX controls, and distributed applications.

PREREQ: CSE 681 AND 687.

CSE 776 Design Patterns 3 Y

Crosslisted with: CIS 776

A seminar course based on the book "Design Patterns." Object oriented design methods emphasizing conceptual understanding rather than software development projects.

PREREQ: CSE 681 AND 687.

CSE 778 Advanced Windows Programming 3 Y

Crosslisted with: CIS 778

Seminar/projects course including: MFC library; windows architecture Graphics Device Interface; common, ActiveX, and Explorer controls; bitmaps; property sheets; toolbars; and status bars.

PREREQ: CSE 681 OR CSE 687.

CSE 781 Data Base Mgt Systems 3 SI

Group discussion of papers in the field. Data and storage structures, interrogation and update, data base creation, architectural alternatives, problem specification languages, and modeling and optimization. Research proposal required.

PREREQ: CSE 581.

CSE 782 Modls&Metrcs/Softwre Engr 3 SI

Need of models and metrics; software science; cyclomatic complexity; and extensions; error analysis; reliability, cost and productivity models.

PREREQ: CSE 682 AND ELE 606.

CSE 784 Software Engineering Studio 3 Y

Crosslisted with: CIS 784

Applied software engineering and project management. Students are expected to analyze, plan, design, implement, test, and evaluate original software system to stand alone or be integrated into an existing environment. All work performed in teams.

PREREQ: CSE 681 OR CSE 687.

CSE 787 Analytical Data Mining 3 Y

Crosslisted with: CIS 787

Knowledge discovery process, data warehouses, OLAP, data mining inference based on statistics and machine learning, rule generation; emphasis on analytical aspects; applications.

PREREQ: CIS 675, ELE 606, CSE 607.

CSE 788 Computer-Aided Design fro VLSI and Digital Systems 3 Y

Computer aids for automatic physical design of digital systems. Algorithms for partitioning, placement, wire routing, layout compaction, etc. Programming competence required.

PREREQ: CSE 664.

CSE 789 CAD of Digital Sys:Logic Design 3 Y

Computer aids for automatic logic design. Heuristic algorithms for single and multiple output, two-level and multiple-level logic minimization, logic synthesis, design verification, simulation and formal methods, hardware accelerators.

PREREQ: CSE 561, 607.

CSE 791 Special Problems in Computer Systems Engineering 1-4 SI

Topics vary and represent current interests in computer engineering. R5, 24 credits maximum

CSE 864 Topics in Vlsi Design 3 IR

Seminar on the design and analysis of very large scale integrate circuits and systems. Opportunities for chip fabrication and testing.

PREREQ: CSE 664.

CSE 890 Independent Study 1-6 SI

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by permission of supervising instructor or instructor and the department. R

CSE 891 Special Problems in Computer Systems Engineerin 1-4 SI

Work on special projects. Instructor presents new or special material. R

CSE 995 Engineer Degree Project 0-6 SI

Independent investigation or original research on engineering problem under faculty supervision. R, 6 credits maximum

CSE 996 Master's Project 0-6 SI

Engineering investigation or analysis and evaluation of a journal paper. Written report in accordance with current departmental guidelines. Required of all students electing the nonthesis option for the master's degree. R

CSE 997 Masters Thesis 1-6 SI

Independent investigation on a topic of interest under supervision of a member of the graduate school faculty. Credit to be arranged. R, 6 credits maximum

CSE 999 Dissertation 1-15 SI

Research on a doctoral dissertation under the supervision of a member of the graduate school faculty. Credit to be arranged. R29

Electrical Engineering**ELE 512 Linear Control Systems 3 Y**

System representation, time and frequency domain analysis of linear systems, stability. Effects of feedback on system Performance. Controller design using root locus, Nyquist, and Bode methods.

PREREQ: ELE 351.

ELE 514 Electric Power Systems 3 SI
Equivalent circuits for the components of a power system. Analysis of balanced and unbalanced polyphase systems. Symmetrical components and sequence networks. Fault studies, load-flow analysis, stability considerations.

ELE 516 Control of Robots 3 Y
Crosslisted with: CIS 543
Kinematics, dynamics, and control of mobile and/or manipulator robots. Path planning, actuators, sensors, human/machine interface. Two hours lecture and two hours laboratory weekly. Design project.

ELE 524 Introduction to Applied Optics 3 SI
Geometrical optics, two-dimensional Fourier transforms and wave propagation, optical fibers, Fresnel and Fraunhofer diffraction, interferometry, imaging and Fourier transforming properties of lenses, image processing, complex filters and holography. Includes laboratory: design and experiment. PREREQ: ELE 424 OR ELE 452.

ELE 525 Electromagnetic Compatibility 3 SI
Introduction to electromagnetic compatibility (EMC). EMC requirements for electron systems. Nonideal behavior of circuit components. Signal spectra. Maxwell equations. Antenna theory. Control of radiated and conducted emissions. PREREQ: ELE 324, 351.

ELE 541 Integrated Circuits 3 IR
Principles of design and processing of monolithic and hybrid integrated circuits. Current technology and its scientific basis. PREREQ: ELE 346.

ELE 551 Communication Systems 3 Y
Communications systems. Amplitude modulation techniques. Angle modulation or frequency modulation. Sampling and quantization of analog signals. Basic digital modulation techniques. Introduction to noise. System modeling evaluating performance using industry tools. PREREQ: ELE 351.

ELE 553 Communication Engin 3 IR
Integration of networks and electronic devices into apparatus and systems for communications. Transmitters, receivers, antennas, modulation, noise, propagation.

ELE 591 Special Problems in Electrical Engineering 1-4 SI
Students work on special projects. Instructors present new or special material. R

ELE 599 Electrical Engineering Laboratory IV 3 Y
Comprehensive projects selected from the student's area of interest. One hour of consultation and six hours of laboratory a week. May be repeat for credit. PREREQ: ELE 391. R

ELE 601 Applications of Complex Function Theory 3 Y
Theory of functions of a complex variable. Fourier and Laplace transforms. Applications to engineering problems.

ELE 602 Boundary Value Problems I 3 SI
Partial differential equations in engineering problems. Method of separation of variable. Sturm-Liouville systems and orthogonal functions. Series and integral representations.

ELE 603 Functional Methods of Engineering Analysis 3 Y
Linear functional systems from the viewpoint of vector spaces. Function spaces, differential and integral operators, eigenvalues and eigenfunctions, Jordan forms, functions of a matrix and state-space solutions.

ELE 606 Probabilistic Methods in Electrical Engineering 3 Y
Set-theoretic basis of probability. Probabilistic modeling of practical problems. Random variables in one and several dimensions. Functions of random variables. Moments, characteristic functions, correlation, sampling. Poisson process. Laws of large numbers and central limit theorem.

ELE 612 Modern Control Systems 3 Y
State space representation. State variable feedback design. Controllability, observability, and identifiability. Optimum design and the matrix Riccati equation.

ELE 621 Electromagnetic Fields 3 Y
Development of electromagnetic theory from the basic postulates leading to Maxwell's equations in differential and integral forms. Solution to static, quasi-static, and wave-propagation problems.

ELE 623 Microwave Measurements 3 Y
Experimental illustration of fundamentals of microwave measurement: reflection and transmission measurements; characteristics of common microwave components. Manual and automatic network analyzers and their use. Spectrum analysis techniques.

ELE 625 High Frequency Transmission Systems 3 SI
Transmission line parameters, transients on lossless lines, time-harmonic excitation of lines, Smith chart, impedance matching techniques, matrix representation of multiport devices, coupled transmission systems, even and odd mode theory, circuit theory of rectangular waveguides.

ELE 633 Discrete and Integrated Analog Electronic Circuits 3 Y
Linear and non-linear circuit models of electronic devices as derived from structural and empirical parameters. Anatomy and applications of integrated operational amplifiers; active filters, multipliers, comparators, voltage-controlled oscillators, wave-form generators, phase-locked loops.

ELE 635 Digital Electr. Circuits 3 Y
Digital device and circuit technology and trends. Nanoscale semiconductor devices and memories as well as magnetic and optical memories. Semiconductor industry road map. Device fabrication techniques. DA and AD conversion circuits.

ELE 642 Introduction to Solid-State Physics 3 Y
Crosslisted with: PHY 576
Elementary aspects of physics of solids; crystal lattices and diffraction, phonons and thermal properties in crystals, elementary band theory, and semi-conductor physics. PREREQ: PHY 567.

ELE 643 Thy/Semiconductor Device 3 SI
Fundamental theory of semiconductor devices and their linear and nonlinear mathematical and circuit models. Frequency response and switching characteristics of discrete and integrated structures comprising both bipolar and field effect devices.

ELE 651 Digital Communications 3 Y
Baseband data transmission. Advanced digital modulation techniques. Optimum receivers. Topics in information theory and coding. PREREQ: ELE 551.

ELE 658 Data Networks: Design and Performance 3 Y
Data network design principles. Performance, modeling, and analysis of networks. Delay models. Multi access communications. Routing and flow control algorithms. Familiarity with basics of data networks. PREREQ: CIS 321 OR MAT 521; COREQ: ELE 606.

ELE 659 Digital Image Processing 3 Y
Discrete time signals. Z-transform. Discrete Fourier transform. Fast Fourier transform. Finite impulse response filters. Infinite impulse response filters. Effects of finite word length.

ELE 664 VLSI Design Methods 3 Y
Crosslisted with: CSE 664
MOS VLSI technologies. MOS and CMOS digital circuits. CMOS layout, design rules and simulation. Examples of combinational and sequential circuits. Dynamic logic. Regular structures: memories, PLAs. Individual design project required.

ELE 681 Introduction to Photonic Engineering 3 SI
Topics include: 1) geometrical theory; 2) optical diffraction theory; 3) angular spectral propagation theory; 4) Fresnel and Fraunhofer integral solutions; 5) gaussian beam theory; 6) reflection and refraction; 7) mathematics of polarization; 8) lenses and lenslike media; and 9) photons and atoms.

ELE 682 Fiber Optic Communication 3 Y
Topics include: 1) network structures; 2) links; 3) full nets; 4) measures of networks; 5) conductivity; 6) transfer rates; 7) present network constraints; 8) new demands on networks; 9) architectures and interconnections; 10) instrumentation for analysis; and 11) control, regulation, and standardization.

ELE 683 Infrared Engineering 3 SI
Topics include: 1) review of optical diffraction theory; 2) radiometry; 3) blackbody radiation theory; 4) IR sources; 5) atmospheric IR transmissions; 6) IR optics; 7) IR detectors and noise; 8) IR lasers; 9) passive systems; and 10) active, heterodyne IR radar systems.

ELE 685 Photonic Devices 3 SI

Topics include: 1) electro optic detectors; 2) photo diodes; 3) avalanche photo-diodes; 4) multi-quantum well detectors; 5) photo-multipliers; 6) micro-channel plates; 7) multi-quantum well modulators; 8) Mach-Zhender modulators and switches; 9) couplers; 10) wavelength division couplers; and 11) grating devices.

ELE 691 Special Topics in Electrical Engineering 1-4 SI

Topics vary and represent current interests in electrical engineering. R

ELE 702 Boundary Value Problems II 3 SI

Continuation of ELE 602. Green's functions, integral equations, transform methods, and approximation techniques.
PREREQ: ELE 601, 602.

ELE 703 Special Topics in Engineering Mathematics 3 SI

Advanced techniques in the analytical solution of engineering problems. Topics may include linear vector spaces, advanced applications of the theory of functions of complex variables, transform methods, variational and perturbation techniques. R

ELE 704 Neural Networks and Fuzzy Logic Applications 3 Y

Neural Networks and Fuzzy Logic to develop algorithms and computer programs for engineering and other applications, such as financial, medical, and sociological. Use non-parametric statistics to measure performance.
PREREQ: ELE 603.

ELE 712 Optimal Control Systems 3 IR

Performance criteria and static optimization. The Maximum Principle. Optimum regulator problem. Dynamic programming. Gradient methods for dynamic optimization.
PREREQ: ELE 612.

ELE 715 Robot Manipulators I 3 IR

Crosslisted with: MEE 715
Robot manipulators and their defining equations. Transformations, kinematics, dynamics, and motion trajectories. Control considerations, compliance and organization of programming. Includes a hardware and software laboratory.
PREREQ: ELE 612.

ELE 721 Antennas and Antenna Systems 3 SI

Characteristics of electromagnetic radiators. Equivalent circuits of antenna elements: dipoles, loops, helices, horns, and other radiators. Phased arrays. Pattern synthesis. Numerical methods. Broadband antennas. Measurement techniques.
PREREQ: ELE 621.

ELE 722 Microwave Filters 3 IR

General filter structures at microwave frequencies. Prototype filters obtained by network synthesis method. Image parameters. Richards' transformation. Kuroda Identities. Coupled-line equivalent circuits. Design, simulate, build, and test a microwave filter.
PREREQ: ELE 623.

ELE 723 Microwave Transistor Amplifiers 3 IR

Two-port network representations, matching networks, power gain equations, stability conditions, simultaneous conjugate match, constant gain, VSWR and noise figure circles, balanced and feedback amplifiers. Design, simulate, build, and test a microwave amplifier.
PREREQ: ELE 623.

ELE 724 Microwave Oscillators 3 IR

Matching networks, S-parameters. Oscillation conditions. One-port and two-port Negative-resistance Oscillators, oscillator design using large-signal measurements, DROs, YIG Oscillators, VCOs, and Phase noise. Design, simulate, build, and test a microwave oscillator.
PREREQ: ELE 623.

ELE 725 Electromagnetic Engineering I 3 SI

Time varying electromagnetic fields. Field theorems, propagation and reflection of waves, wave guides, resonators, radiation, and diffraction. Applications to antenna theory.
PREREQ: ELE 621.

ELE 726 Computational Methods of Field Theory 3 SI

Functional analysis, method of moments, and variational methods. Applications to electrostatics, magnetostatics, two-dimensional electromagnetic fields, antennas, scatterers, and apertures.
PREREQ: ELE 621.

ELE 728 Planar Microwave Antennas 3 IR

Review of the fundamentals of antennas. Theory of microstrip antennas, dual and circularly polarized antennas, feeding techniques, mutual coupling, arrays of patches, effect of substrate and the ground plane. Design, simulate, build, and test a planar microwave antenna.

ELE 742 Electronic Materials 3 SI

Electronic properties of dielectric, magnetic, and superconducting materials. Application to devices.
PREREQ: ELE 621.

ELE 751 Wireless Communications 3 Y

Cellular communication systems. Mobile radio propagation. Modulation techniques. Equalization, diversity, and channel coding. Link budget analysis. Speech coding. Multiple access techniques. Spread spectrum systems and CDMA. Wireless systems and networking.
PREREQ: ELE 606 AND 651.

ELE 752 Coding Theory and Its Applications 3 Y

Algebra or error correcting codes, finite fields, cyclic codes, BCH codes, Convolutional codes, Viterbi and stack algorithms. Applications to communications and data storage systems.
PREREQ: ELE 606 AND 651.

ELE 753 Radar Engineering 3 SI

Radar system requirements and principles of radar detection and parameter estimation. Factors affecting radar range, signal detection in noise, decision criteria. Target identification techniques. Radar antenna characteristics. Time-space-frequency-phase interrelationships.
PREREQ: ELE 651.

ELE 755 Digital Image Processing 3 Y

Two-dimensional signals and systems. Image formation and perception. Representation, coding, filtering, restoration, and enhancement. Feature extraction and scene analysis. Introduction to computer vision.
PREREQ: ELE 601, 659.

ELE 756 Random Processes 3 Y

Stationary and nonstationary random processes. Gaussian process. Narrow-band representation. Response of linear filters and nonlinear detectors to random processes. Applications to communication problems.
PREREQ: ELE 606; COREQ: ELE 651.

ELE 757 Information Theory 3 SI

Basic information measures. Source coding. Capacity of discrete channels. Coding theorem for noisy channel. Concepts of error correction codes. Extensions to continuous and wave form channels.
PREREQ: ELE 606; COREQ: ELE 651.

ELE 758 Selected Topics in Data Networks 3 SI

Topics vary each term. Typical topics: Gigabit networks, network security, ATM networks, and personal communication networks.
PREREQ: ELE 658. R

ELE 759 Digital Signal Process II 3 SI

Spectral analysis with Fast Fourier transform. Advanced filtering algorithms. Multichannel signal processing. Selected topics on DSP applications.
PREREQ: ELE 659.

ELE 781 Dielectric Wgguides/Fibers 3 SI

Topics include: 1) propagating and radiating modes in dielectric waveguides; 2) circular waveguides-fibers; 3) modes in fibers; 4) single mode fibers; 5) Raleigh and Raman effects and losses in fibers; and 6) practical experiments in laboratory.
PREREQ: ELE 621 OR ELE 681.

ELE 784 Optical Info. Processing 3 SI

Fourier transforming and imaging properties of lenses. 2-D linear systems. Frequency analysis. 2-D information processing, synthetic aperture radar, planar and volume holography and applications. Bragg diffraction, optical memory and photonics in computing systems.
PREREQ: ELE 681.

ELE 786 Laser Propagtn&Modulation 3 SI

Topics include: 1) wave propagation in anisotropic media, 2) index modulation tensors, 3) birefringent optical systems, 4) periodic media, 5) acousto-optics, 6) electro-optic effects, 7) second harmonic generation, 8) phase conjugation, and 9) nonlinear optics.
PREREQ: ELE 681.

ELE 787 Lasers 3 SI

Review of quantum mechanics, review of light propagation theory. Interaction of light and atoms and electrons. Rate equations. Mode locking and Q. switching, gas, solid-state and semiconductor lasers, laboratory experiments/demonstrations.
PREREQ: ELE 681.

ELE 791 Advanced Topics in Electrical Engineering 1-4 SI

Topics vary and represent current interests in electrical engineering. Each offering has a graduate-level prerequisite. R

ELE 821 Special Topics in Electromagnetic Theory 3 SI

Advanced and current topics in electromagnetic theory. Topics vary each term. May include: array theory, electromagnetic compatibility, numerical methods, propagation and radiation in ionized media, moving media, and random media. R

ELE 827 Electromagnetic Egr II 3 SI

Modern methods for solving electromagnetic field problems. Equivalence theorems, Green's function techniques, integral equations, variational solutions and transform solutions.
PREREQ: ELE 725.

ELE 847 Semiconductor Optoelectron 3 SI

Optical and optoelectronic properties of semiconductors. Applications to lasers, lamps, photodetectors, and solar cells.
PREREQ: ELE 643.

ELE 849 Special Topics in Solid State 3 SI

Modern methods for analyzing the quantum normal modes of materials in the solid state and their technological applications. May be repeated for credit with instructor's consent.
PREREQ: PHY 662 AND 732, ELE 742.

ELE 851 Detectn & Estimatr Thry 3 Y

Hypothesis testing and parameter estimation. Series representation of random processes. Detection and estimation of known signals in white and nonwhite Gaussian noise. Detection of signals with unwanted parameters.
PREREQ: ELE 756.

ELE 852 Kalman Filters 3 SI

Models for linear systems and stochastic processes, estimation techniques, Kalman filter derivation using innovations and Bayesian approaches, Kalman filter for Gauss-Markov model, Kalman filter design methodology, extended Kalman filters.
PREREQ: ELE 603, 756.

ELE 853 Advanced Topics in Communication Theory 3 SI

Typical topics: spread-spectrum techniques, synchronous communications, signal theory, spectral estimation, radar and sonar applications of detection and estimation theory.
PREREQ: ELE 756. R

ELE 890 Independent Study 1-6 Y

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by permission of supervising instructor or instructor and the department. R

ELE 995 Engineer Degree Project 0-6

Independent investigation or original research on an engineering problem under supervision of member of the faculty. Credit to be arranged. R, 6 credits maximum

ELE 996 Master's Project 0-6 S

An engineering investigation or the analysis and evaluation of a journal paper. A written report is required in accordance with current departmental guidelines. Required of all students electing the nonthesis option for the master's degree. R

ELE 997 Masters Thesis 1-6 Y

Independent investigation on a topic of interest under supervision of a member of the Graduate School faculty. Credits to be arranged. R, 6 credits maximum

ELE 999 Dissertation for the PhD 1-15 Y

Research work on a doctoral dissertation under the supervision of a member of the Graduate School faculty. Credits to be arranged. R, 30 credits maximum

Electr & Computer Engr**ECE 756 Random Processes 0-15****Engineering****EGR 670 Professional Practice 0-3 S**

Full-time practical engineering work experience with a participating employer, which is related to the student's field of study, and is of a semester's duration. R

EGR 770 Professional Training 0-3 S

Full time practical work experience, with a participating employer, which is related to the student's field of study and is of a semester's duration. R

Engineering And Computer Science**ECS 525 Probability for Engineers 3 IR**

Sample spaces, events, and probabilities. Conditional probability and independence. Random variables, random vectors. Probability distributions and densities. Expectations. Moment-generating functions. Introduction to data analysis. Engineering applications.
PREREQ: MAT 398.

ECS 526 Statistics for Engineers 3 Y

Point estimation, confidence intervals, simple hypothesis testing, nonparametric tests, curve fitting and regression, analysis of variance, factorial experiments, and engineering applications.
PREREQ: ECS 525 OR MAT 521.

ECS 570 Professional Practice 0-3 S

Full-time practical engineering or computer work experience, with a participating employer, that is related to the student's field of study, and is of a semester's duration. May not be repeated. Student must be matriculated in an ECS graduate program.

ECS 650 Managing Sustainability: Purpose, Principles, and Practice 3 Y

Crosslisted with: BUA 650
Dynamics and interdependence of economic, social, and environmental systems. Sustainable management frameworks, tools, and metrics. Local, national, and international implications. Relevance of technology, ethics, law, and policy. Interdisciplinary emphasis.

ECS 651 Strategic Management and the Natural Environment 3 Y

Crosslisted with: BUA 651
Sustainability from firm perspective. Regulatory, international, resource, market, and social drivers of environmental strategy. Impact of sustainability-related strategies on competitive advantage and potential liability.
PREREQ: ECS/BUA 650.

ECS 666 Advanced Course in Engineering I 6

Multidisciplinary course of study to develop engineering leadership skills. Weekly problems on engineering law, engineering mathematics, modeling, control theory, system and signals, thermodynamics, structural analysis, materials.

ECS 667 Advanced Course in Engineering II 6

Continuation of ECS 666. Covers fluid mechanics, environmental engineering, computer hardware and software theories, modeling and simulation, network theory and implementation.
PREREQ: ECS 666.

ECS 691 Fundamentals of Research 1

Subjects such as selection of a dissertation topic, state-of-the-art search, research proposal, intellectual property, and academic integrity will be examined within the context of a mini-research project.

ECS 759 Sustainability-Driven Enterprise 3 Y

Crosslisted with: BUA 759
CAS in Sustainable Enterprise capstone. Sustainable approaches to complex organizational challenges, opportunities: organizational, industry, stakeholder analysis, sustainability objectives, strategies, and metrics. Multidisciplinary team consulting project.
PREREQ: ECS/BUA 650 AND ECS/BUA 651.

Industrial Engineering And Operations Research**IOR 628 Stochastic Models 3 IR**

Poisson and renewal processes, Markov chains, and continuous time Markov processes. Application to queuing, inventory control, reliability, and production systems.
PREREQ: IOR 325.

IOR 678 Statistical Design and Analysis of Experiments 3 IR

Paired and independent tests and their validity, K-variable analysis, and randomized block design analysis of variance, factorial and fractional designs, method of least squares, response surface methodology, nonlinear least squares.

IOR 682 Operations Research II: Stochastic Models 3 IR

Major stochastic techniques in operations research. Development of stochastic models, the underlying mathematics, and their applications.

PREREQ: IOR 525 AND 681.

IOR 685 Linear Programming 3 IR

Developing and proving the theory of the optimization of linear models: revised, dual, and primal-dual complex algorithms; duality theorems; decomposition; cutting plane algorithms; and network algorithms.

IOR 687 Queuing Theory 3 IR

Single channel and multichannel queuing systems to obtain state probabilities, waiting times, busy period lengths, etc.

PREREQ: IOR 525 AND 526, OR MAT 521, 525.

IOR 765 Advanced System Simulation 3 Y

Digital simulation, such as programming and simulation languages, time flow mechanism, experimental design and statistical analysis of output data, optimization, generation of random numbers of random variates, and variance reduction techniques.

PREREQ: IOR 665, CIS 685.

IOR 781 Topics in Operations Research 3 IR

May vary semester to semester. R

Manufacturing Engineering

MFE 534 Statistical Quality Control 3 IR

Controlling product quality through the control of the manufacturing process and acceptance sampling. Industrial project required.

PREREQ: MFE 326.

MFE 535 Introduction to Manufacturing Systems 3 SI

Numerical control (NC), computer assisted NC programming, NC programming using CAD/CAM system, robot programming, manufacturing automation protocol (MAP), manufacturing cells, flexible manufacturing systems (FMS), and computer integrated manufacturing (CIM) systems. Laboratory assignments.

PREREQ: MAT 296.

MFE 557 Management Decisions in Manufacturing 3 IR

General management issues regarding the primary importance of manufacturing technology, economic decision making, organization theory, and the management of manufacturing technology.

MFE 595 Multidisciplinary Analysis and Design 3 IR

Interdisciplinary subjects related to engineering, information technology, networking, AI and HTTP://WWW-based tools. The objective is to use different MAD tools in the product realization process.

PREREQ: MEE 571.

MFE 629 Modeling and Optimization Techniques 3 SI

Introduction to major deterministic and stochastic modeling techniques, including linear programming and its extensions, integer programming, dynamic programming, Markov chains, queuing theory, simulation, and other modeling techniques.

PREREQ: ECS 526.

MFE 633 Enterprise Systems 3 SI

Crosslisted with: IST 633

Technical overview of Enterprise Systems and their impact on organizations. The concepts, fundamentals, issues and technologies in planning, implementing and operating an Enterprise System. Current trends, issues, technologies and extensions. Laboratory exercises

PREREQ: CSE 581 OR IST 659.

MFE 634 Productivity and Quality Engineering 3 Y

Measuring, evaluating and improving productivity in conjunction with total quality methods. Multidimensional measures of performance. Quality function deployment, concurrent engineering, loss function; system, parameter and tolerance design using statistically designed experiments. Statistical quality control overview.

PREREQ: ECS 526.

MFE 635 Manufacturing Systems 3 Y

Survey of different types of manufacturing systems and design methodologies. Topics include transfer line, flow shops, job shops, manufacturing cells, flexible manufacturing systems, and computer integrated manufacturing systems. Integration of manufacturing components and emerging trends.

PREREQ: ECS 526.

MFE 636 Materials and Processing in Manufacturing 3 Y

Properties of metals, polymers, ceramics; mechanics and mechanisms of deformation processing, manufacturing processes. Laboratory demonstrations.

MFE 639 CAD/CAM Systems 3 Y

Advanced topics in Computer Aided Design and Solid Modeling. Computer-integrated Manufacturing, Concurrent Engineering, Process Planning, Manufacturing Control, Measurement and Analysis.

MFE 654 Production System Design and Control 3 Y

Introduction to design, planning, execution, and control of production systems using mathematical, computational, and other modern techniques. Forecasting, inventory control, lean manufacturing, materials requirement planning, enterprise resource planning, and supply chain planning.

PREREQ: ECS 526.

MFE 676 Computer Control of Machines and Processes 3 SI

Application of microcomputers, programmable controllers, numerical controls, analog-digital conversion, robotics, software development, laboratory experiments.

MFE 692 Design for Manufacturing 3 SI

Major design project which would include initial design definition, analysis/CAD, manufacturability studies, design modification, manufacturing layout and data bases.

PREREQ: MFE 636.

MFE 735 Artificial Intelligence in Manufacturing Systems 3 SI

Artificial Intelligence as a tool for modeling, planning, and controlling manufacturing systems. Knowledge representation, inference methods, expert systems, blackboard framework, neural networks, and their application in manufacturing systems. Issues involved in building intelligent manufacturing systems.

PREREQ: MFE 635.

MFE 850 Advanced Topics in Manufacturing 3 IR

Selected topics in conventional and non-conventional manufacturing processes, flexible manufacturing cell, automated manufacturing, production planning, quality control. R1, 6 credits maximum

MFE 997 Master's Thesis 0-9 R

Materials Science

MTS 533 Introduction to Theory of Materials 3 IR

Theoretical concepts that describe the electronic structure of crystals. Models of electron and ion interactions to correlate electronic, magnetic, and thermal properties of metals, alloys, and compounds.

PREREQ: MTS 321.

MTS 537 Introduction to Diffusion in Solids 3 IR

Diffusion mechanisms, diffusion equations and their methods of solution.

MTS 570 Nondestructive Testing 3 IR

Determination of defects in structural materials. Nondestructive inspection methods include noise emission techniques, X-ray radiography, leak detectors, ultrasonics, magnetic and electrical methods. R

MTS 581 X-Ray Diffraction 3 SI

Kinematic theory of X-ray diffraction and its applications in materials science.

Experimental methods. Integrated intensity, line broadening, and peak shift analyses.

Crystal structure. X-ray effects of imperfections in crystals.

MTS 625 Topics in Solid-State Thermodynamics 3 IR

Application of classical and statistical thermodynamic principles to the behavior of solids. Phase equilibria, diffusion, defects, interfaces, use of tabulated data in real problems, elastic, magnetic, and electric systems.

MTS 631 Advanced Physical Metallurgy 3 IR

Solid-state processes. Structure of pure metals. Phase diagrams. Solid solutions, eutectic and peritectic reactions. Diffusion, nucleation, and growth phenomena. Transformation processes.

PREREQ: MTS 321.

MTS 632 Transformations in the Solid State 3 IR

Reactions and transformations in solids. Allotropy, critical phenomena in solid solutions, nucleation, growth, precipitation from supersaturated solid solutions, recovery, recrystallization and growth, eutectoid transformations. Martensite transformations, etc.

PREREQ: MTS 631.

MTS 655 Electron Transport Phenomena in Crystals 3 SI

Electron states. Dynamics of electrons. Electron spin. Thermal energy. Interaction of electrons with the lattice and crystal defects. Thermoelectricity. Hall Effect, magneto resistance. Optical properties. Superconductivity.

MTS 671 Mechanical Behavior of Materials 3 IR

Mechanical behavior of metallic materials. Effects of stress systems on deformation. Static and dynamic properties of metals and alloys. Plastic deformation. Residual stresses. Stress concentrations. Metal forming. PREREQ: MTS 322.

MTS 672 Dislocation Theory 3 IR

Deformation laws on the basis of dislocation theory. Types of dislocations. Stress field of dislocations. Interaction between dislocations. Yield point phenomenon; strain hardening. Age hardening. Fracture initiation and crack propagation.

MTS 682 Electron Diffraction and Electron Microscopy 3 IR

Kinematic theory of electron diffraction and electron microscopy. Dynamics theory. Contrast from perfect and imperfect crystals. Specimen preparation and experimental methods.

PREREQ: MTS 581.

MTS 684 Modern Microstructural Techniques 3 IR

Crosslisted with: SST 684
Basic principles, capabilities and applications of various microstructural methods not covered in MTS 581 and MTS 682. Scanning electron microscopy, electron probe microanalysis, X-ray fluorescence, field ion microscopy.

PREREQ: MTS 581.

MTS 720 Formation of Thin Solid Films 3 IR

Science and engineering of the formation of thin solid films. Vacuum technology, film formation, theories of nucleation and accommodation, growth and structure of single crystal films. R

MTS 721 Properties of Thin Solid Films 3 IR

Topics chosen principally from: mechanical, piezoelectric, magnetic, electron transport, superconductive, and optical properties.

MTS 748 Theory of Alloys 3 IR

The application of bond theories in prediction of: structure, stability and reactivity of alloy phases, intermetallic compounds, carbides, nitrides, etc. Topics covered include valence bond theory, crystal field theory, Engel-Brewer correlation as well as other periodic classifications of properties which are of value in making the above types of predictions.

MTS 756 Magnetic Phenomena in Crystals 3 IR

Orbital magnetic susceptibility, spin paramagnetism, ferro, ferri, antiferromagnetism, exchange interaction, Ising model, domain structure, fine particles, thin films, magnetic anisotropy, reversible and irreversible magnetization processes.

PREREQ: MTS 631.

MTS 800 Selected Topics in Mechanics of Materials 1-3 IR

Imperfections in solids, fracture and yielding criteria, fatigue, creep, ultrasonic effects, radiation damage, surface phenomena and related subjects of current interest. R

MTS 820 Selected Topics in Materials Science 1-4 Y

Recent developments in the field of materials science. R

MTS 837 Advanced Problems in the Physics of Metals 3 IR

Quantitative treatment of the theory of the properties of metals and alloys.

PREREQ: PHY 662.

MTS 867 Theory of Surfaces and Interfaces 3 IR

Fundamental theory of the interfaces formed between various combinations of solids, liquids, and gases based on the thermodynamic and electronic models. Phenomena of adsorption, capillarity, catalysis, electronic emissions, double layer effects, and heterojunctions.

MTS 890 Metallurgical Research Techniques 3 SI

Topics selected from the following and related areas: high and low temperature research, high vacuum, high pressure experimental stress analysis, quantitative metallography, nondestructive testing, electron microscopy, mass spectrometry, X-ray and electron diffraction. R1, 6 credits maximum

MTS 960 Advanced Seminar in Materials Science 3 SI

Recent scientific and engineering advances in specific fields of materials science. R

MTS 997 Masters Thesis 1-6 SI

MTS 998 Independent Study of Advanced Topics in Materials Science 1-6 S

Exploration of problem or problems in solid-state science. Individual independent study upon plan submitted by student. R

MTS 999 Dissertation 1-15

Mechanical And Aerospace Engineering

MAE 536 Composite Materials 3 E

Design, analysis, and manufacturing of fiber-reinforced composite materials. Emphasis is on polymeric composites for general aerospace and automotive applications, and on ceramic matrix composites for hypersonic applications.

PREREQ: ECS 325.

MAE 545 Applications of Fluid Mechanics 3 SI

Selected topics in applied fluid mechanics, to be determined by the instructor. Tools employed include control volume analysis, Bernoulli equation, exact and simplified solutions of the Navier-Stokes equations, and test correlations.

PREREQ: MAE 341.

MAE 548 Engineering Economics and Technology Valuation 3 Y

Value-based assessment and management of engineering/technology projects: equivalence; discounted cash flow; taxes/depreciation; financial statements. Risk-adjusted valuation: risk/uncertainty in staged projects; Monte Carlo simulations; decision trees; real options; project portfolio management.

PREREQ: MAT 296.

MAE 551 Energy Conversion 3 SI

Energy demand and resources. Fundamentals of combustion. Power plants, refrigeration systems. Turbines and engines. Advanced systems. Direct energy conversion. Alternate energy sources. Energy storage. Costs and environmental impact.

MAE 552 Building Environmental Measurements and Controls 3

Fundamentals of building ventilating methods for measuring and controlling indoor environmental conditioning, thermal comfort, and indoor air quality.

PREREQ: MAE 341,355.

MAE 553 HVAC Systems Analysis and Design 3

Fundamentals of moist air properties, basic air conditioning processes, heat transfer in building structures, heating and cooling load calculations, and air distribution systems.

PREREQ: MAE 251.

MAE 554 Principles of Refrigeration 3

Basic thermodynamic analysis of refrigeration cycles. Components selection. Environmental issues and recent developments in the refrigeration and the air conditioning industry.

PREREQ: MAE 251.

MAE 571 Applications of Computational Fluid Dynamics 3 SI

Use of commercial Computational Fluid Dynamics (CFD) softwares to solve problems of practical interest. Modeling of fluid/thermal systems. Introduction to CFD algorithms. Simulation, evaluation, and interpretation of CFD results.

MAE 573 Application of Finite Element Analysis 3

Formulation of mechanics and heat transfer problems by finite element analysis. Application of the finite element method using commercial software in the static and dynamic analysis of mechanical components. PREREQ: MAE 373.

MAE 585 Principles of Turbomachines 3 SI

Crosslisted with: AEE 685, MEE 685
Fluid dynamics and thermodynamics of turbomachines. Performance characteristics and analysis of axial and radial turbomachines. Cascade theory. Radial equilibrium equation. Meridional flow analysis. Three dimensional flow characteristics of turbomachines. PREREQ: MAE 341 AND 251.

MAE 587 Design of Solar Energy System 3 IR

Fundamentals of solar radiation, collectors and storage. Design of solar space heating, cooling; water heating systems. Study of solar electric systems. Economics of solar design; application to heat pumps, energy conservation techniques.

MAE 615 Instrumentation 3 IR

Basic theory of electronics, modulation, recording, and measurement combined with basic fundamentals in mechanical engineering, such as acoustics, vibration, heat transfer, stain, and turbulence.

MAE 621 Failure Analysis of Composite Materials 3 SI

Review of mechanical behavior of composites. Failure predictions for composites based on macroscopic mechanisms. Fatigue and fracture. Damage, delamination and debond growth. Residual strength and life predictions. Damage tolerance and nondestructive inspection.

MAE 625 Fracture Mechanics 3 SI

Introduction to basic elements: elastic and elastic-plastic crack tip stress and strain fields, stress intensity factor, crack extension form, J integral, fracture toughness, fatigue crack growth, and the applications of fracture mechanics.

MAE 626 Vibration of Mechanical Systems 3 SI

Fundamental physical and mathematical aspects of vibration phenomena in linear systems. Theory of transients, eigenvalue problems, vibration isolation and measurement techniques.

MAE 627 Advanced Helicopter Dynamics 3 IR

Mathematics of rotating systems, rotary wing dynamics, and calculation of aerodynamic forces both in rotating and fixed frames.

MAE 635 Advanced Mechanics of Materials 3 SI

Stress analysis. Beam-column analysis by series and variational techniques, beams on elastic foundation, torsion with restrained warping, deflections due to transverse shear, introductory problems in plates and shells. PREREQ: ECS 325..

MAE 643 Fluid Dynamics 3 Y

Kinematics and dynamics of flows. Conservation of mass, momentum, and energy. Navier-Stokes equations. Dimensionless parameters and regimes of flow. Potential flow applications.

MAE 644 Applied Fluid Dynamics 3 SI

Fundamental flow phenomena encountered in practical engineering situations. Topics may include: flow separation, turbulent mixing, bluffbody aerodynamics, three dimensional flow, flow control, high-lift devices, cavitation, fan stall, flow-structure interaction. PREREQ: MAE 643.

MAE 645 Fluid Dynamics Measurements 3 SI

Measurement of pressure, density, and velocity in low- and high-speed flows. Hot wire anemometry and laser Doppler anemometry. Flow visualizations and image analysis. Digital data acquisition and time series analysis. Uncertainty estimation. Lecture and laboratory sessions.

MAE 647 Gas Dynamics 3 IR

Equations of motion for compressible perfect fluids. Crocco's equation. Wave equation. Acoustic speed. Unsteady flows. Shock formation. Normal and oblique shocks. Prandtl-Meyer expansion. Wave interactions. Method of characteristics. Supersonic diffuser, nozzle jet flows.

MAE 648 Biofluid Dynamics 3 SI

Crosslisted with: BEN 648
Principles of momentum transfer in bioengineering systems. Flight and swimming in nature including flagellar propulsion. Newtonian and non-Newtonian fluid phenomena, including low-Reynolds-number flow, pulsatile and separated flows. Flow past bifurcations. Respiratory and blood circulatory flows.

MAE 651 Advanced Thermodynamics 3 SI

Thermodynamic laws and macroscopic coordinates of general systems. Reversibility, equilibrium, and availability.

MAE 655 Advanced Heat Transfer 3 IR

Theory and application of heat transfer by conduction and radiation for both steady and unsteady state conditions. Mathematical, graphical, and numerical methods of solution.

MAE 657 Convective Heat and Mass Transfer 3 SI

Fluid properties and transport equations. Introduction to turbulent transport. Laminar and turbulent heat transfer in internal and external flows. Free convection. Heat transfer in high-speed flow. Convective mass transfer. Special topics. PREREQ: MAE 643 OR PERMISSION OF INSTRUCTOR.

MAE 658 Building Environmental Modeling and Simulations 3 Y

Building environmental analysis; contaminant source and sink models; single-zone, multizone, and computational fluid dynamics models. PREREQ: MAE 341 AND MAE 355.

MAE 659 Building Materials and Envelope 3 Y

Understanding of heat, air and moisture transfer effects on building envelope/enclosure through linking material properties, assembly design and hygrothermal performance with structural and mechanical considerations. Introduction to advanced computational tools for building enclosures.

MAE 671 Numerical Methods in Mechanical Engineering 3 SI

Derivation and use of numerical methods for polynomial approximation, extraction of roots, evaluation of determinants, eigenvectors and eigenvalues, orthogonal transformations, angles of orthogonal transformation, robotics, differential equations, mechanism analysis, Fourier representation.

MAE 675 Methods of Analysis in Mechanical Engineering 3 SI

Methods of analyzing linear mechanical systems based on theorems in linear algebra, tensor calculus, and linear differential equations. Vector spaces, linear transformations, tensor fields, and eigenvalue problems.

MAE 683 Applied Environmental Acoustics and Noise Control 3 Y

Double Numbered with: MAE 483
Introductory to environmental acoustics, sound propagation, psychoacoustics, noise criteria for design, noise sources, absorption, noise isolation, design of critical spaces, sound measurement, vibration isolation, product noise ratings, sound quality.

MAE 721 Theory of Elasticity 3 SI

General theorems governing the mechanics of linear elastic solids. Cartesian tensor analysis. Kinematics of infinitesimal deformations and force transmission. Balance principles and linear elastic constitutive theory. Plane and three-dimensional problems in elastostatics and elastodynamics.

MAE 723 Asymptotic Methods for Engineering Applications 3 IR

Introduction including problems in vibrations and fluid mechanics. Regular and singular perturbations; asymptotic matching. Boundary value problems; distinguished limits. Multiple scale expansions, WKB theory.

MAE 731 Bending of Plates and Shells I 3 SI

Small-deflection theory of plates. Analysis of variously shaped plates under various loading and support conditions. Membrane theory of shells. Bending theory of cylindrical shells. PREREQ: MAE 635.

MAE 735 Buckling Problems 3

Physical and mathematical aspects of buckling. Analysis of elastic buckling phenomena for columns, beams, arches, rings, plates, and shells under various loading and support conditions. Buckling due to thermal stress, inelastic buckling, creep buckling. PREREQ: MAE 635.

MAE 741 Fundamentals of Turbulence 3 SI

Qualitative description, main parameters and scaling variables; similarity analysis of mixing layers, jet boundary layers, pipe flows; extension to transport and mixing with emphasis on K-E models.
PREREQ: MAE 643.

MAE 746 Viscous Fluids 3 SI

Exact solutions of Navier-Stokes equations. Low Reynolds-number flows. Hydrodynamic theory of lubrication. Boundary-layer equations, exact and approximate methods of solution. Compressible viscous flows.
PREREQ: MAE 643.

MAE 765 Combustion Phenomena in Engineering 3 IR

Reacting gases-equilibrium composition and kinetics. Kinetically and diffusively controlled combustion. Ignition. Flames in premixed gases. Laminar flame speed. Turbulent flames. Detonation Diffusion flames. Applications to combustion equipment.
PREREQ: MAE 651.

MAE 771 Computational Fluid Mechanics 3 SI

Numerical solutions using finite difference methods and other techniques. Principles of approximations; accuracy considerations. Applications including boundary-layer and potential flow solutions.

MAE 785 Continuum Mechanics 3 IR

Foundations of the mechanics of deformable bodies. Elements of tensor calculus. Kinematics of deformation and transmission of force. Balance principles. Theory of constitutive equations and an introduction to hyperelastic solids and Stokesian fluids.

MAE 849 Advanced Topics in Fluid Mechanics 3 IR

Topics dealing with fluid flow, such as theories of turbulence, jets, wakes, cavities, magnetohydrodynamics. R1, 6 credits maximum

MAE 879 Advanced Topics in Mechanical Design 3 IR

Selected topics dealing with problems in mechanical design, such as theory of lubrication and bearings, balancing problems, high-speed mechanisms. R1, 6 credits maximum

MAE 889 Selected Topics 3 IR

Selected topics dealing with the theory and design of steam and gas turbines, centrifugal and axial flow compressors. R1, 6 credits maximum

MAE 990 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

MAE 994 Capstone Project 0-3

Review technical papers or reports in the open literature related to student's field of interest. Students prepare oral presentation to the faculty summarizing the technical content of the document.

MAE 995 Graduate Seminar 0-3 S

Crosslisted with: AEE 995

MAE 997 Master's Thesis 1-9 S

R

MAE 999 Dissertation 1-15 S

R

Mechanical Engineering

MEE 524 Microprocessors in Mechanical and Manufacturing Engineering 3 SI

Introduction to the microprocessor and its various configurations used in controlling machine operations, data acquisition, etc. Project-oriented work involving program development in machine, assembly, and basic languages. Micro-computers used for off-line program development. Not open to electrical and computer engineering students.

MEE 571 Computer Aided Design 3 SI

Use CAD software and hardware in the solution of mechanical engineering problems. Computer graphics, computer aided geometry (space curves, splines, patches) design, solid modeling, optimization and an introduction to finite element method.
PREREQ: ECS 102; MAT 331.

MEE 584 Noise from Industrial Flow Systems 3 IR

Basic fluid mechanics and acoustics. Noise generation by fluid flows and their interaction with solid bodies. Types of noise sources. Analysis and control of such flow noise sources in manufacturing, transportation, propulsion, power generation, and industrial control systems.
PREREQ: MAE 341.

MEE 585 Fuel & Energy Utilization 3

MEE 637 Mechanics of Heterogeneous Solids 3 IR

Effective elastic moduli of composite materials. Bounds on effective moduli. Classical analysis of laminated plates. Higher order laminated plate theory. Wave propagation. Inelastic and nonlinear effects.

MEE 685 Principles of Turbomachines 3 SI

Crosslisted with: AEE 685, MAE 585
Fluid dynamics and thermodynamics of turbomachines. Performance characteristics and analysis of axial and radial turbomachines. Cascade theory. Radial equilibrium equation. Meridional flow analysis. Three dimensional flow characteristics of turbomachines.

MEE 715 Robot Manipulators I 3 IR

Crosslisted with: ELE 715

Robot manipulators and their defining equations. Transformations, kinematics, dynamics, and motion trajectories. Control considerations, compliance and organization of programming. Includes a hardware and software laboratory.
PREREQ: ELE 611.

MEE 725 Advanced Engineering Dynamics 3 SI

Newton's laws of motion. Motion of a particle; a rigid body. Work and energy. Theorem of virtual displacements. D'Alembert's principle. Generalized coordinates. Lagrange's equations. Hamilton's principle. Small vibrations. Ballistics. Balancing. Gyroscopes.

MEE 757 Heat Exchange Systems 3 SI

Heat exchange equipment and systems. Counterflow, parallel flow, and cross flow heat exchangers. Heat pipes and liquid coupled exchange systems. Periodic flow and rotary regenerators. Systems for heat recovery in buildings.
PREREQ: MAE 655.

MEE 775 Dynamics of Controls 3 IR

Continuation of MEE 725. Analysis of mechanical and hydraulic control systems of linear and nonlinear characteristics. Stability criteria in systems subject to self-induced vibrations. Operational calculus and Laplace transforms for linear systems of one and two degrees of freedom. Multiple controller servomechanisms.
PREREQ: MEE 725.

MEE 825 Theory of Plasticity 3 IR

Basic behavior of materials and formulation of laws governing plastic flows. Different inelastic behaviors of metals. Yielding and the yielding loci. Strain hardening laws. Complete stress-strain relations. Total strain theory and incremental strain theory. Plastic potential. Boundary value problems. Variational principles. Plastic anisotropy.
PREREQ: MAE 721.

MEE 829 Advanced Topics in Dynamics 3 IR

Selected topics dealing with dynamics of rigid bodies, vibration and stability of linear systems.
PREREQ: MEE 727.

MEE 856 Advanced Topics in Heat Transfer 3 IR

Selected topics in heat transfer. Boiling, condensation, melting, ablation, rarified gas flow, liquid metals, cooling of electronic components.
PREREQ: MAE 655.

MEE 859 Advanced Topics in Thermodynamics 3 IR

Selected topics in classical and statistical thermodynamics of interest to mechanical and aeronautical engineers.
PREREQ: MAE 651. R1, 6 credits maximum

MEE 885 Advanced Topics in Thermal Engineering 3 IR

Selected topics in theory and design of equipment and plants for power generation, air conditioning, refrigeration, water purification, and other thermal engineering application.
PREREQ: MAE 655. R1, 6 credits maximum

MEE 895 Advanced Topics in Mechanics of Deformable Bodies 3 IR

Selected topics in theories of elasticity, plasticity, and rheology, such as finite strain theory, elastic and plastic waves, anisotropic bodies, special mathematical techniques.
PREREQ: MAE 721. R1, 6 credits maximum

MEE 996 Special Projects 1-6 S
R

MEE 998 Individual Study Program 1-6 S
R

Neuroscience

NEU 615 Sensory Neuroanatomy 3 E

Double Numbered with: NEU 415
Introduction to neurons and neuroanatomical techniques. Neuronal organization of sensory systems; peripheral receptors and central pathways involved in hearing, touch, smell, and taste.
PREREQ: NEU 211 OR PSY 223.

NEU 621 Cellular Neuroscience 3 IR

Double Numbered with: NEU 421
Functional cellular anatomy of neurons: structure; interactions; ion channels; neurotransmitters and receptors; growth, differentiation, and survival; axonal migration, pathfinding and connectivity. NEU 621 students will be required to complete additional work.

Solid-State Science And Technology

SST 684 Modern Microstructural Techniques 3 IR

Crosslisted with: MTS 684
Basic principles, capabilities and applications of various microstructural methods not covered in MTS 581 and MTS 682. Scanning electron microscopy, electron probe microanalysis, X-ray fluorescence, field ion microscopy.
PREREQ: MTS 581.

SST 820 Selected Topics in Solid-State Science and Technology 1-4 SI

Recent developments in the field. R

SST 990 Independent Study 1-6 S

Exploring a problem or problems in solid-state science. Individual independent study upon plan submitted by student. R

SST 997 Masters Thesis 0-6
R

SST 999 Dissertation 1-15
R

Faculty

Riyad Aboutaha, Associate Professor
Ph.D., University of Texas at Austin, 1994
Structural design, evaluation, and rehabilitation; structural concrete and composites; infrastructure renewal

Erument Arvas, Professor
Ph.D., Syracuse University, 1983
RF/Microwave devices and circuits, electromagnetic scattering

Rebecca Bader, Assistant Professor
Ph.D. Materials Science, Oregon State University, 2006
Drug delivery; Molecular biotechnology; Nanotechnology

Karl Behnke, Adjunct
M.S., University of Houston at Clear Lake, 1991
Statistics and quality control

Shobha Bhatia, Laura J. and L. Douglas
Meredith Professor
Ph.D., University of British Columbia, 1980
Geosynthetic applications, image processing, soil dynamics, geo-environmental

Howard Blair, Associate Professor
Ph.D., Syracuse University, 1980
Knowledge Representation and Automated, hybrid systems, formal methods and verification

Edward Bogucz Jr., Associate Professor
Ph.D., Lehigh University, 1985
Fluid mechanics, heat transfer, numerical methods

Frederick Carranti, Instructor
M.S.M.E., Syracuse University, 1994
Licensed professional engineer, energy system analysis, manufacturing processes

Joseph Chaiken, Professor, Chemistry
Ph.D. University of Illinois 1982
Spectroscopy

Stephen Chapin, Associate Professor
Ph.D., Purdue University, 1993
Operating systems, distributed systems, computer networking, computer security, system assurance

Biao Chen, Associate Professor
Ph.D., University of Connecticut, 1999
Signal processing, Communication and Information Theory

C.Y. Roger Chen, Professor, Electrical Engineering and Computer Science: Director, Computer Engineering Programs
Ph.D., University of Illinois, 1987 CAD for VLSI physical synthesis and multimedia information technologies

Hao Chen, Research Assistant Professor
Ph.D. Syracuse University 2007
Signal and image processing and communications, including wireless sensor networks (WSN), stochastic resonance (SR), detection and estimation, remote sensing and image processing.

Shiu-Kai Chin, Professor
Ph.D., Syracuse University, 1986
Formal verification, security, access control

Lisa Cleckner, Research Faculty
Ph.D., University of Michigan, 1995
Environmental health sciences

Samuel Clemence, Laura J. and L. Douglas
Meredith Professor
Ph.D., Georgia Institute of Technology, 1973
Soil mechanics, geotechnical engineering, foundation engineering

Andria Costello Staniec, Associate Professor, Civil and Environmental Engineering Department
Ph.D., California Institute of Technology, 1999
Environmental biology

Thong Dang, Professor
Ph.D., Massachusetts Institute of Technology, 1985
Theoretical/ computational fluid dynamics of internal/external flows

John Dannenhoffer, Associate Professor
Sc.D., Massachusetts Institute of Technology, 1987
Computational fluid dynamics, modeling and analysis in industry, collaborative education

Andrew Darling, Assistant Professor
Ph.D. Mechanical Engineering, Drexel University, 2005
Biomaterials/Tissue engineering; Molecular biotechnology; Nanotechnology

Barry Davidson, Laura J. and L. Douglas
Meredith Professor; Professor, Mechanical and Aerospace Engineering Professor
Ph.D., Texas A&M University, 1988
Mechanics of composite materials, fracture mechanics, solid mechanics

Cliff Davidson, Thomas C. and Colleen L.
Wilmot Professor of Civil and Environmental Engineering
Ph.D. California Institute Of Technology

R. Leland Davis, Research Faculty
M.S., University of Michigan
Indoor environmental quality

Kimberley Driscoll, Research Faculty
M.S.E.G., Syracuse University, 1991
Environmental systems engineering

Charles Driscoll Jr., University Professor
Ph.D., Cornell University, 1979
Aquatic chemistry, biogeochemistry, environmental modeling

Wenliang (Kevin) Du, Associate Professor
Ph.D., Purdue University, 2001
Computer system and network security; data mining (security and privacy issues); security in wireless ad-hoc and sensor networks; security education

Gino Duca, Adjunct Instructor
M.S. Chemical Engineering Syracuse University 2009
Process Design, Thermodynamics

Charles Ebbing, Adjunct Professor
M.S.E.E., SUNY, University at Buffalo, 1966
Acoustic consulting, sound quality, community noise, noise criteria, sound measurements, test facilities, creative problem solving

Mahmoud EL Sabbagh, Professor of Practice
Ph.D. University of Maryland College Park 2002
Modeling, optimization, and design of RF/Microwave components such as: low cost miniaturized and tunable microwave filters for radar and satellite, miniaturized antennas, and antennas with pattern diversity for wireless devices; Development and design of microwave sensors for material characterization; Model, design, and implement metamaterials as strong surface-wave suppressor used for EMI/EMC applications or redirection of electromagnetic waves; Material characterization; RF/microwave measurements and calibration; Numerical analysis and scientific computations for electromagnetic applications using MMT, MOM, FEM, and FDFD; Electrical characterization of nanomaterials and their integration in microwave components; Thin film characterization using Scanning Electron Microscopy (SEM) and Transmission Electron Microscopy (TEM).

Gustav Engbretson, Professor Emeritus
Ph.D. Zoology, University of Oklahoma, 1976

Ehat Ercanli, Part-time Assistant Professor
Ph.D., Case Western Reserve University, 1997
VLSI, computer-aided design, design automation for digital systems, computer architecture

Makan Fardad, Assistant Professor
Ph.D., University of California, Santa Barbara, 2006
Structured control of spatially distributed and large-scale systems, input-output analysis of PDEs with periodic coefficients, parametric resonance in spatio-temporal systems

Bart Farell, Research Associate Professor
Ph.D., McGill University, 1977
Affiliate Member, Institute for Sensory Research. Visual psychophysics, visual object recognition

James Fawcett, Part-time Associate Professor
Ph.D., Syracuse University, 1981
Software, software complexity, re-use, salvage

Julian Fernandez, Research Assistant Professor, Biomedical and Chemical Engineering; Institute for Sensory Research
Ph.D., National University of LaPlata (Argentina), 1998
Biological evolution models

Prasanta Ghosh, Professor
Ph.D., Pennsylvania State University, 1986
Microelectronics, solidstate devices, optoelectronics, thin film processes, power engineering

Jeremy Gilbert, Professor
Ph.D. Metallurgical and Materials Science,
Carnegie Mellon University 1987
Biomaterials/Tissue engineering; Corrosion
and electrochemistry; Multi phase systems;
Nanotechnology

Eileen Gilligan, Adjunct
Ph.D., Syracuse University, 1983
Environmental geology

Mark Glauser, Professor; Associate Dean
for Research and Doctoral Programs
Ph.D., University at Buffalo, SUNY, 1987
Turbulence, flow control, fluid mechanics of
built environments, dynamical systems,
unsteady aerodynamics, heat transfer,
acoustics, applied mathematics, signal
processing and instrumentation

Amrit Goel, Professor
Ph.D., University of Wisconsin, 1968
Software engineering: data mining
applications, radial basis function models

Carlos Hartmann, Professor
Ph.D., University of Illinois, 1970
Development of the theory of decoding and
the design of practical decoding algorithms for
error-correcting codes, fault detection in
digital systems

Julie Hasenwinkel, Associate Professor &
Bioengineering Program Director
Ph.D. Biomedical Engineering, Northwestern
University 1999.
Biomaterials/Tissue engineering; Complex
fluids, soft condensed matter, rheology; Drug
delivery; Multi phase systems;
Nanotechnology

James Henderson, Assistant Professor
Ph.D., Mechanical Engineering, Stanford
University, 2004
Biomaterials/Tissue engineering; Indoor air
quality/environmental engineering; Molecular
biotechnology

John Heydweiller, Associate Professor &
Chemical Engineering Program Director
Ph.D. Chemical Engineering, Kansas State
University 1977
Mathematical and numerical analysis

Hiroshi Higuchi, Professor; Director,
Aerospace Engineering Program
Ph.D., California Institute of Technology,
1977
Aerodynamics/hydrodynamics of vehicles,
three-dimensional boundary layers, flow
separations and free shear flows, acoustics,
compressible flows

Can Isik, Professor, Senior Associate Dean,
College of Engineering and Computer Science
Ph.D., University of Florida, 1985
Applications of Neural Nets and Fuzzy Logic,
Intelligent Systems, Controls, Medical
Instrumentation, Environmental Control
Systems

Chris Johnson, Associate Professor, Civil
and Environmental Engineering; Director,
Environmental Engineering Program
Ph.D., University of Pennsylvania, 1989
Environmental geochemistry, soil chemistry,
statistical modeling

Kaveh Jokar Deris, Assistant Professor
Ph.D., University of Victoria, Canada, 2008
Computer architecture and low power design;
parallel computing and chip multi-core
processors, VLSI design: semiconductor
fabrication and ASIC design,
firmware/hardware digital design: FPGA
prototyping and real-time systems

Kevah Jokar Deris, Assistant Professor
Ph.D. University of Victoria Canada, 2008
Computer Architecture and Low Power
Design: Parallel Computing and Chip Multi-
core Processors; VLSI Design: Semiconductor
Fabrication and ASIC Design;
Firmware/Hardware Digital Design: FPGA
Prototyping and Real-Time Systems

Swiatoslaw Kaczmar, Adjunct
Ph.D., Michigan State University, 1983
Toxicology and environmental disposition of
chemical and physical contaminants

H. Ezzat Khalifa, Professor, Mechanical and
Aerospace Engineering; Director, NY STAR
Center of Environmental Quality Systems
Ph.D., Brown University, 1976
Thermofluid dynamics of environmental
control and energy systems, fluid machinery,
valuation of technology

Philipp Kornreich, Professor
Ph.D., University of Pennsylvania, 1967
Fiber light amplifiers, lasers, optical fibers,
image propagation through fibers

Donald Lake, Adjunct
B.S., SUNY at Buffalo, 1970
Urban stormwater and erosion control

Andrew Lee, Assistant Professor
Ph.D., University of Maryland, College Park,
1998
Artificial intelligence, data structures,
operating systems, software engineering,
computer theory, computer security

Jay Lee, Associate Professor; Director,
Electrical Engineering Programs
Ph.D., Massachusetts Institute of Technology,
1985
Electromagnetic fields and waves, microwave
remote sensing, antennas and propagation,
waves in complex media

Raymond Letterman, Professor, Civil and
Environmental Engineering Program
Ph.D., Northwestern University, 1972
Physical-chemical separation in water and
wastewater treatment

Alan Levy, Professor, Department Chair,
Director, Mechanical Engineering Program
Ph.D., Columbia University, 1982
Theoretical and applied mechanics, applied
mathematics

Jacques Lewalle, Associate Professor
Ph.D., Cornell University, 1981
Fluid mechanics, thermodynamics

Yingbin Liang, Assistant Professor
Ph.D. University of Illinois at Urbana-
Champaign, 2005
Wireless Communications and Networks,
Information Theory, Probabilistic Graphical
Models, Information Security, Scheduling in
Mobile Ad-hoc Wireless Networks, Resource
Allocation for Wireless Networks, Cognitive
Radio Wireless Networks

Eric Lui, Laura J. and L. Douglas Meredith
Professor, Associate Professor, Chair
Ph.D., Purdue University, 1985
Computer-aided analysis and design of
structures, structural stability, structural
dynamics, earthquake engineering

Yan-Yeung Luk, Assistant Professor,
Chemistry
Ph.D. University of Chicago 2001
Bio-organic and chemical biology;
Nanomaterials; Biosurfaces

James Mandel, Adjunct
Ph.D., Syracuse University, 1967
Composite materials, fiber reinforced
concrete, curved bridge design, finite element
analysis

Duane Marcy, Part-time Assistant Professor
Ph.D., Rensselaer Polytechnic Institute, 1996
Semiconductor manufacturing, processes, and
devices; molecular electronics using the
protein bacteriorhodopsin with applications of
volumetric and holographic memories and thin
films for semiconductor-protein based devices

George Martin, Professor
Ph.D. Chemical Engineering, University of
Minnesota 1976
Complex fluids, soft condensed matter,
rheology

Patrick Mather, Milton and Ann Stevenson
Professor of Biomedical & Chemical
Engineering & Director, Syracuse Biomaterials
Institute
Ph.D. Materials, University of California at
Santa Barbara 1994
Biomaterials/Tissue engineering; Complex
fluids, soft condensed matter, rheology;
Corrosion and electrochemistry; Drug
delivery; Molecular biotechnology;
Nanotechnology

Kishan Mehrotra, Professor
Ph.D., University of Wisconsin, 1971
Multisensor scene analysis, algorithms, neural
networks and genetic algorithms; earlier work
in statistical inference includes reliability
theory, coding theory, time series analysis

Chilukuri Mohan, Professor, Electrical
Engineering and Computer Science; Chair
Ph.D., State University of New York at Stony
Brook, 1988
Artificial intelligence, neural networks,
evolutionary algorithms, optimization,
pattern recognition, uncertainty

- Young Moon**, Associate Professor, Mechanical and Aerospace Engineering; Director, Institute for Manufacturing Enterprises
Ph.D., Purdue University, 1988
Manufacturing systems, machine learning, concurrent engineering
- Belal Mousa**, Adjunct
Ph.D., Syracuse University, 1994
Structural analysis and design, composite materials, computer analysis
- Vadrevu Murthy**, Professor
Ph.D., Georgia Institute of Technology, 1974
Helicopter dynamics, aeroelasticity and structural dynamics
- Dawit Negussey**, Professor
Ph.D., University of British Columbia, 1985
Geotechnical engineering, experimental soil mechanics, stress strain behavior
- Ruixin Niu**, Research Assistant Professor
Ph.D., University of Connecticut, 2001
Statistical signal processing and communications; data fusion and distributed detection and tracking; collaborative signal processing in wireless sensor networks; video-based change detection and object tracking
- Kent Ogden**, Part Time Associate Professor
Ph.D., Medical College of Wisconsin, 1999
- Jae Oh**, Associate Professor, Electrical Engineering and Computer Science; Director, Computer Science Programs
Ph.D., University of Pittsburgh, 2000
Cooperation in multi-agent systems, application of game theory and artificial intelligence techniques to the Internet and distributed computer systems, evolutionary algorithms, game theory, search and optimization algorithms, machine learning algorithms
- Susan Older**, Associate Professor
Ph.D., Carnegie Mellon University, 1996
Semantics of programming languages, concurrency, fairness, logics of programs, formal methods
- Lisa Osadciw**, Assistant Professor
Ph.D., University of Rochester, 1998
Spread spectrum signal design, wireless communications and Radar Systems, radar signal processing, multi-sensor fusion processing, digital receivers, adaptive and statistical signal processing, tracking
- Emmet Owens Jr.**, Adjunct Associate Professor
M.S.C.E., Colorado State University 1977
Hydraulics, environmental fluid mechanics, water quality modeling
- Harish Palanhandalam-Madapusi**, Assistant Professor
Ph.D., University of Michigan, 2007
Control, system identification, Kalman filtering, estimation
- Daniel Pease**, Associate Professor
Ph.D., Syracuse University, 1981
Design and development of shared and distributed parallel systems, software and tools; performance optimization for multi-thread client/server application in C, C++, Ada, Java, and .NET applications on different parallel architectures, including mobile wireless systems and cyber security on mobile systems
- Peter Plumley**, Research Associate Professor
Ph.D., University of California, Santa Cruz, 1984
Science education, K-12 outreach
- Leonard Popyack Jr.**, Research Associate Professor
Ph.D., Binghamton University, 1998
Watermarking, steganography, information attack detection, information security system architectures
- Dacheng Ren**, Assistant Professor
Ph.D., Chemical Engineering, University of Connecticut, 2003
Biomaterials/Tissue engineering; Corrosion and electrochemistry; Indoor air quality/environmental engineering; Molecular biotechnology; Sustainable energy production; Systems biology/metabolic engineering
- Philip Rice**, Professor Emeritus
Ph.D. Chemical Engineering, University of Michigan, 1963
- Jorge Romeu**, Research Professor
Ph.D., Syracuse University, 1990
Statistical modeling, data analysis, simulation modeling, operations research
- Utpal Roy**, Professor
Ph.D., Purdue University, 1989
Computer-integrated design and manufacturing, development and application of operations research, finite-element methods, geometric modeling, computational geometry, artificial intelligence techniques
- James Royer**, Professor
Ph.D., State University of New York at Buffalo, 1984
Theory of the computational complexity of higher-type functionals, structural computational complexity theory, computational learning theory, biological computing
- O. Salem**, Abdallah H. Yabroudi Professor of Civil and Environmental Engineering
Ph.D. University of Alberta
- Ashok Sangani**, Professor
Ph.D., Chemical Engineering, Stanford University, 1982
Complex fluids, soft condensed matter, rheology; Molecular biotechnology; Multiple phase systems; Mathematical and numerical analysis
- Suresh Santanam**, Adjunct, Civil and Environmental Engineering, Biomedical and Chemical Engineering; Associate Director, Syracuse Center of Excellence in Environmental and Energy Systems
Sc.D., Harvard University, 1989
Air pollution, hazardous wastes management
- Tapan Sarkar**, Professor
Docteur Honoris Causa de l'Universite Blaise Pascal, France; Docteur Honoris Causa, Politechnic University of Madrid, Spain, 2004; Ph.D., Syracuse University, 1975
Analysis and design of electromagnetic radiation from various devices like computers, radio-television towers, and satellite and cable broadcasting system; design of mobile adaptive communication systems including antennas; analysis intelligent signal processing
- Klaus Schroder**, Professor Emeritus
Ph.D., University of Göttingen, 1954
- Walter Short**, Adjunct, Biomedical and Chemical Engineering Research Professor; Department of Orthopedic Surgery, SUNY Upstate Medical University
M.D., SUNY Upstate Medical University, 1975
Orthopedic biomechanics
- Ernest Sibert**, Professor
Ph.D., Rice University, 1967
Computational logic, logic programming, and parallel computation
- Robert Smith**, Emeritus Professor and Director of the Institute for Sensory Research
Ph.D., Syracuse University, 1973
- Q. Wang Song**, Professor, Electrical Engineering and Computer Science; Director, Electrical Engineering Programs
Ph.D., Pennsylvania State University, 1989
Photonic switching, fiber communications, electro-optics, guided-wave optical devices, optical sensors
- Eric Spina**, Professor, Vice Chancellor and Provost
Ph.D., Princeton University, 1988
Fluid dynamics, compressible flows, turbulence
- Alexander Stern**, Distinguished Professor Emeritus
Ph.D., Ohio State University, 1952
Structure/permeability relationships of 'rubbery' and 'glassy' polymers; membrane processes for the separation of gases, vapors, and liquids.
- Radhakrishna Suresh Kumar**, Professor, Biomedical and Chemical Engineering; Chair
Ph.D. Chemical Engineering, University of Delaware 1996
Complex fluids, soft condensed matter, rheology; Multiple phase systems; Nanotechnology; Sustainable energy production; Systems biology/metabolic engineering; Mathematical and numerical analysis
- Lawrence Tavlarides**, Professor
Ph.D., Chemical Engineering, University of Pittsburgh, 1968
Indoor air quality/environmental engineering; Multiple phase systems; Sustainable energy production
- Chi Tien**, Distinguished Professor Emeritus
Ph.D., Northwestern University, 1958

Pramod Varshney, Professor, Electrical Engineering and Computer Science; Research Director, NY State Center for Advanced Technology in Computer Applications and Software Engineering (CASE)
Ph.D., University of Illinois, 1976
Communications, signal and image processing, multisensor data/information fusion, remote sensing, wireless communications, detection theory

Thomas Vedder, Instructor Emeritus, Mechanical and Aerospace Engineering; Director, Engineering Management Program
B.S., Syracuse University, 1970
Mechanical laboratory experimentation, microprocessor machine control design

Naveen Velagapudi, Adjunct
M.E., PSG Technology Institute, India, 1984
Quality management, project management, manufacturing automation

Hong Wang, Professor
Ph.D., University of Minnesota, 1985
Signal processing, communication engineering, radar/sonar systems

David Wazenkewitz, Adjunct
B.S., Syracuse University
Environmental engineering and solid waste management

Volker Weiss, Professor Emeritus, Mechanical and Aerospace Engineering, Physics; Director, Engineering Physics Program; Faculty, Solid-State Science and Technology
Ph.D., Syracuse University, 1957
Mechanical behavior of solids, materials science and engineering; computer applications

Abdallah Yabroudi, Adjunct Professor Civil and Environmental Engineering
B.S. Syracuse University

Heng Yin, Assistant Professor
Ph.D. The College of William and Mary, 2009
System Security, Malware Analysis and Detection Using Binary Analysis Technique; Network Security

Christian Zemlin, Part-time Assistant Professor
Ph.D., Humbolt University, Germany, 2002

Jianshun Zhang, Professor
Ph.D., University of Illinois, Urbana-Champaign, 1991
Building environmental and mechanical systems, materials emissions and indoor air quality, room air and contaminant distributions, multizone air and air contaminant transports in buildings, building energy efficiency, integrated computer simulation tools for building environmental and mechanical system design, system analysis and optimization

Josef Zwislocki, Distinguished Professor Emeritus
Sc.D. Federal Institute of Technology, Zurich
1948

College Of Human Ecology

Diane Lyden Murphy, Dean
119 Euclid Avenue
humanecology.syr.edu/

About The College

College Of Human Ecology

Welcome to the College of Human Ecology! The College of Human Ecology brings together Syracuse University's professional programs in Child and Family Studies, Health and Wellness, Hospitality Management, Marriage and Family Therapy, Nutrition Science and Dietetics, Social Work, and Sport Management in an environment of cross-disciplinary teaching, research, practice, and service. Through classroom learning and hands-on experience, our students learn by example—and by doing—to become professionals who will provide services that enhance the emotional and physical well-being of individuals, families, and communities.

The College of Human Ecology's leadership team includes:

- Irene Kehres, Assistant Dean, Student Services
- Eileen Lantier, Associate Dean, Academic Affairs
- Lutchmie Narine, Associate Dean, Research

The Dean's Office of the College of Human Ecology, located at 119 Euclid Avenue, can be reached at 315-443-2027 for more information about academic programs, services and all other activities related to the College.

Dean's Message

Welcome To The College Of Human Ecology

The Fall 2010 semester marks the start of my sixth year as the dean of the College of Human Ecology where our academic programs address the entire gamut of human behavior—from the physical through the psychological to the social and cultural dimensions of individual, family and community life.

The faculty and staff in our College are excited about the work they do at Syracuse University where they are engaged in our local community and committed to their respective fields of research and scholarship that span the globe. Together, we continue to work strategically and purposefully on every level for one reason—our students.

With new academic programs and degree offerings, we have added faculty and staff to provide our students with the best possible educational experiences both inside and outside of the classroom. Our College Research Center supports interdisciplinary research, scholarship and entrepreneurship. As Dean, I couldn't be more excited about the work we are doing in the College of Human Ecology and the opportunity to offer students the educational experiences of their lives. That our students have selected Syracuse University and the College of Human Ecology is an honor and a privilege we take very seriously.

We are committed to developing our students as leaders and good global citizens who don't simply solve problems but whose life mission is to find a better way to answer the needs of our society.

It is my honor to introduce you to the College of Human Ecology. I hope you will be as impressed as I continue to be with our faculty, staff and students and all they do to make our College one of the most inspiring and innovative members of the SU community.

Sincerely,
Diane Lyden Murphy
Dean

Graduate Program Overview

College Of Human Ecology

Diane Lyden Murphy, Dean
119 Euclid Avenue
315-443-2027

The College of Human Ecology is Syracuse University's most service-oriented college, where cross-professional collaboration is the cornerstone of teaching, research, and practice. Like professionals in the field, students and faculty in the college work and learn together across discipline lines in order to find new, more effective approaches to important social issues. Master's degree programs are offered in child and family studies, marriage and family therapy, nutrition science, and social work; while Ph.D. programs are offered in child and family studies, marriage and family therapy, and nutrition science.

Students prepare to become professionals who provide health, wellness, and recreational services that enhance the emotional and physical well being of individuals, families, and communities. Faculty members are current and former practitioners who provide a real-world perspective on the professional field. The small college atmosphere allows for personalized attention from the faculty and staff, who guide students through the educational experience. Requirements are flexible in each program of study, allowing students to choose combinations of courses according to their personal and professional interests. Additional University resources allow students to further enhance their studies and professional development.

The integration of theory and practice lays at the heart of the college's mission. Through field and clinical placements in a wide variety of settings, students gain valuable hands-on experience that complements their classroom learning and better prepares them for their careers.

Today, graduates of the College of Human Ecology hold positions of importance and distinction all over the world in such fields as education, research,



child development, dietetics, nutrition, communications, community and social service, family therapy, government, and industry.

Graduate Financial Assistance

See Financial Assistance on the introduction page of this catalog.

Applicants who wish to be considered for University Fellowships are encouraged to submit a complete admission package no later than January 1.

Tuition Scholarships

A variety of tuition scholarships in varying amounts are offered to outstanding students depending on academic record and need. A full scholarship provides tuition for a total of 24 credits per academic year.

Assistantships

The College of Human Ecology may offer a teaching, technical, and/or research assistantship to some qualified graduate scholarship recipients, including first-year students.

A full assistantship in the first year of graduate study includes a stipend for the academic year plus a tuition scholarship for 24 credits per year.

Graduate assistants are required to extend their work in a degree program to compensate for the time spent in teaching or other duties. Renewal of assistantships is based on superior performance in coursework and in assistantship assignments.

Academic Departments

The College of Human Ecology brings together a rich history of academic programs whose signatures of social responsibility and justice join new and evolving majors reflective of educating global citizens whose leadership can—and does—change the places and people where they live and work.

Our seven academic programs include:

Department of Child and Family Studies

Department of Health and Wellness

Department of Hospitality Management

Department of Marriage and Family Therapy

Department of Nutrition Science and Dietetics

School of Social Work

Department of Sport Management

Child And Family Studies

Department Of Child And Family Studies

Ambika Krishnakumar, Chair, 315-443-4293.
426 Ostrom Ave

Faculty D. Bruce Carter, Joseph P. Fanelli, Irene Kehres, Ambika Krishnakumar, Eunjoo Jung, Janel Leone, Robert P. Moreno, Kamala Ramadoss, Rachel Razza, Jaipaul L. Roopnarine

UNDERGRADUATE

Irene Kehres, Director of Undergraduate Studies, 315-443-9634

The Department of Child and Family Studies (CFS) is involved in the scientific investigation of children and families with a focus on the physical, emotional and social development of children across the life-span, and the study of family dynamics and processes. Students engage in multidisciplinary learning about the challenges facing families and children across social, cultural, and contextual settings and the strengths and resiliency factors that foster healthy family and child development. Students are involved in learning both in class and field experiences so that they have a more comprehensive understanding of children and families in various cultures and social settings. Upperclassmen are involved in an 180-hour practicum that allows them to apply the knowledge gained in the classroom to a real life setting in the community.

Students in the 124 credit B.S. degree program pursue interests across three tracks of specialization: (a) Early Child Development, (b) Youth and Family Development, (c) Early Childhood Education (4+1). Core courses focus on child, youth and family development, cross-cultural perspectives, interpersonal competence and human sexuality. CFS also offers minors in Child and Family Studies, Child and Family Policy, and Early Childhood.

CFS graduates pursue careers working with children and families in diverse settings including daycare and preschool, early intervention programs, social service, mental health, health and juvenile justice agencies, youth programs, schools and parent and family services. Students also pursue further graduate training in a variety of fields including social work, psychology, medicine, family law, counseling, health care, child and family studies and education.

GRADUATE

Ambika Krishnakumar, Director of Graduate Studies; 315-443-1715

A unique aspect of the Department of Child and Family Studies is the interdisciplinary faculty, a distinguished group whose members have training and advanced degrees in counseling psychology, developmental psychology, educational psychology, sociology, education, and gerontology. The graduate programs in child and family studies integrate theory and practice from these fields with a major emphasis in child development, family studies, or early

childhood education. The major goal of the programs is to facilitate understanding of the development of the individual over the life span in diverse family and cultural settings. Supervised participation in early childhood education and counseling settings and research programs give students firsthand experiences in applying and integrating theory. The multidisciplinary approach provides an excellent base for academic and professional service careers.

The department has a strong reputation for its pioneering work in infant education, parent education, child care, parent-child relations in different cultures, and children and families in cross-cultural perspective.

FACILITIES

The Bernice M. Wright Child Development Laboratory School provides opportunities for research, teacher training, and community service. Founded as a model of the parent cooperative movement in early childhood education, the school includes parent involvement at the center of its mission. The school is staffed by both graduate and undergraduate students and offers a strong inclusive component that embraces the developmental and cultural perspectives of its children and families. Limited enrollment is open to both the University and local communities.

The Institute for Family Research and Education (IFRE) was founded in 1970 by Sol Gordon, Ph.D., to focus on different dimensions of individual and family life. Today, the institute has broadened its mission to include both basic research and applied activities pertaining to children and families in cultural and cross-cultural contexts within the United States and the global community. The major functions of IFRE include, but are not limited to: conducting basic and applied research on developmental processes within families and children in diverse cultural/ethnic contexts in the United States and around the world; developing culturally sensitive research tools; disseminating research information on diverse groups of children and families to professions in diverse disciplines and agencies; focusing on the development of family and child life education materials; and offering services to assist in collecting data on families and children.

The Jack Reilly Institute for Early Childhood and Provider Education The Jack Reilly Institute for Early Childhood and Provider Education was established through a generous gift from Syracuse University alumnus John D. Reilly III '69, G'70 and his wife, Patricia M. Reilly. Adopting a multidisciplinary approach, the Institute's mission is to conduct basic and applied research and to provide training to early childhood professionals on culturally and developmentally-appropriate early childhood education practices and issues pertaining to childhood safety.

Health And Wellness

Department Of Health And Wellness

Lutchmie Narine, Chair, 315-443-9630
426 Ostrom Ave.

Faculty: Dessa Bergen-Cico, James Byrne, Luvenia W. Cowart, Brooks Gump, Sandra D. Lane, Eileen Lantier, Mary Ann Middlemiss, Lutchmie Narine, Maureen Thompson

Undergraduate Program

The Department of Health and Wellness offers a 123-credit Bachelor of Science degree (B.S.) in public health. Our graduates are prepared to work in community health education and health promotion in public health agencies, as well as in newly emerging preventive health services in corporate wellness centers, college health services, insurance agencies, or pharmaceutical companies. Many also plan for graduate education in public health, health-related social sciences (medical anthropology, medical sociology, or health psychology), law, and the health professions (medicine, nursing, physician assistance, pharmacy, or dentistry).

Our academically rigorous public health program builds upon a foundation of courses in biology, mathematics, writing, oral communication, nutrition and psychology. The coursework in the major covers: the health of individuals, families, and communities; health literacy; cultural competence; epidemiology; public health administration; health policy and research; substance abuse and addiction; and how to implement and evaluate health programs.

Students frequently move outside the classroom to gain hands-on experience in initiatives to improve the health of individuals, families, and communities. Each student completes a 9-credit internship and capstone project during their senior year.

Graduate Program

The Department of Health and Wellness offers a certificate of Advanced Study in Addiction Studies and participates with Upstate Medical University in a Masters of Public Health Degree.

Marriage And Family Therapy

Marriage And Family Therapy

Thom deLara, Chair, 315-443-9830
1045 James Street

Faculty Thom deLara, Joseph P. Fanelli, Mona Mittal, Linda Stone Fish, Dyane Watson

Clinic Supervisor T. Reichert-Schimpff

GRADUATE PROGRAM

The Department of Marriage and Family Therapy offers an M.A. and a Ph.D. and provides training in marriage and family therapy theory, research, and practice. The faculty seeks to promote the advancement of the practice and profession of marriage and family therapy through scholarly research, education, training, and clinical practice.

FACILITIES

The department is housed with the Goldberg Couple and Family Therapy Center, a clinical training and research site. Individual, group, couple and family therapy is offered to members of the Syracuse community by marriage and family therapy graduate students under the supervision of the clinical faculty who operate from a family systems perspective. The center is equipped for live and videotaped supervision.

Nutrition Science And Dietetics

Department Of Nutrition Science And Dietetics

Kay Stearns Bruening, Chair, 315-443-2386
Lyman Hall

Faculty Lynn S. Brann, Kay S. Bruening, Leigh Gantner, Tanya M. Horacek, Sudha Raj, Sarah H. Short, Long Wang

Dietetic Internship Director Debra Z. Connolly

UNDERGRADUATE

The Department of Nutrition Science and Dietetics offers two major programs: nutrition and nutrition science. Students may select one major program or choose a double-major with another program in the College of Human Ecology or in another school or college. Students also have the opportunity to pursue a minor.

Dietetics is the application of the knowledge of human nutrition to support the nutritional needs of the healthy as well as the sick. The study of human nutrition encompasses biology, physiology, chemistry, and the behavioral and social sciences. Students study the changes in nutritional needs throughout the life cycle, examine the factors that influence the selection of foods, and explore ways in which diet can be modified.

Additional courses in chemistry and the biological sciences are prerequisites for many human nutrition courses, which cover basic and advanced nutrition, diet in disease, practice of dietetics, community nutrition, food science, and food service systems.

GRADUATE

Graduate students in the Department of Nutrition Science and Dietetics acquire a balanced background in the theory and application of the science of nutrition. Specialization is desirable and is achieved by appropriate course selection, readings, independent study, field experience, and research projects. Faculty members have expertise in clinical nutrition, community nutrition, nutrition for growth and development, nutrition education, nutrition science, and hospitality food service management.

The department is affiliated with a number of local hospitals, clinics, and community agencies that provide special learning and research experiences for students according to their background and interests.

School Of Social Work

School Of Social Work

Carrie Jefferson Smith, Director, 315-443-5562
Sims Hall

Faculty Keith A. Alford, Paul Caldwell, Wan-Yi Chen, Kenneth N. Corvo, Ellen deLara, Alejandro Garcia, Juye Ji, Pamela Johnson, Eric Kingson, Karen E. Kirkhart, Tracey Musarra Marchese, Deborah J. Monahan, Nancy R. Mudrick, Diane Lyden Murphy, Jennifer Propp, Carrie Jefferson Smith

DIRECTOR OF FIELD INSTRUCTION Peg Miller

UNDERGRADUATE

Keith Alford, Baccalaureate Program Director, 315-443-5562.

The undergraduate professional social work program offers a bachelor of science degree. The goals of this program, in order of priority, are as follows:

1. To prepare undergraduate social work students for competent entry-level generalist professional practice;
2. To prepare undergraduate social work students for graduate education in social work;
3. To contribute to the academic preparation of students who will enter professional practice or graduate education in related professional fields; and
4. To contribute to the preparation of students for critical and effective participation in the complex community structures of contemporary society.

The social work program is based on the concept of ecological systems, which maintains that the fundamental focus of social work practice is on the transactions of people and their environments, and on the constant state of reciprocity in which each shapes the other. Social work intervention aims to promote the progressive forces and minimize the regressive forces in those transactions. The curriculum incorporates instruction in five professional foundation areas: social welfare policy and services, human behavior in the social environment, research, social work practice, and field practicum. Instruction in these areas builds upon a carefully chosen and strong liberal arts preparation in the humanities, the social and behavioral sciences, and the natural sciences taken within the College of Arts and Sciences.

The program is accredited by the Council on Social Work Education.

GRADUATE

Contact Paul Caldwell, MSW Program Director, 315-443-5562.

The School of Social Work educates practitioners grounded in social work values and evidence-informed practice to foster strengths and to respond to human service needs of local, state, national and global communities. We accomplish this in collaboration with the practice community through teaching, research, scholarship, and service aimed at achieving social and economic justice in a diverse society.

The school offers two graduate programs leading to the master of social work (M.S.W.) degree. The first is a two-year M.S.W. program. The second is an advanced standing program, open only to students who hold a bachelor's degree in social work from a program accredited by the Council on Social Work Education. Both graduate programs prepare students for advanced social work practice and leadership. The graduate program is accredited by the Council on Social Work Education.

The social work program is based on the concept of ecological systems. This concept maintains that the fundamental focus of social work practice is on the transactions of people and their environments and the constant state of reciprocity in which each shapes the other. Social work intervention aims to promote the progressive forces and minimize the regressive forces in those transactions.

More than 200 social welfare and health agencies in Central New York provide graduate field instruction opportunities. Graduate students in the two-year degree program must complete 1000 hours of field experience concurrent with their academic work, thereby integrating classroom and field learning.

ADMISSION

Students in the two-year M.S.W. program begin full-time study only in the fall semester. Advanced standing students begin study in the second summer session. The awarding of the degree requires a minimum cumulative GPA of 3.0 in all courses required for the degree. All degree requirements must have been completed within seven years prior to the date of the degree award.

Matriculated students who voluntarily interrupt graduate study for more than one academic year and wish to be re-admitted will be evaluated by the MSW Program and Field Office directors. Required reevaluation criteria vary according to individual circumstances. The re-admission process is initiated by a letter to the director of the MSW program in the School of Social Work, outlining circumstances of interruption and plans for completion of graduate study.

TRANSFER CREDIT

Graduate credit earned in another accredited graduate school and carrying a grade of B or higher may be transferred toward the M.S.W. degree, so long as it forms an integral part of the degree program and is approved by the School of Social Work. A maximum of 12 credits from other graduate study may be transferred toward the 60-credit M.S.W. degree requirement. Academic credit is not given for life experience or previous work experience. Advanced standing M.S.W. students may not transfer credits from another college or university.

Decisions regarding credit transfer are made independent of admissions decisions. Matriculation as a transfer student in the School of Social Work requires completion of the formal admissions process.

PART-TIME STUDY

Students unable to enroll full time may complete the program through part-time study. Several options are available. Evening, daytime, and summer courses are offered. Several courses may also be available in one week intensive "minimester" formats.

FINANCIAL AID

A limited number of Syracuse University scholarships and fellowships are available to both first- and second-year graduate students on the basis of need and merit. All financial aid decisions are made independent of and subsequent to decisions on admission.

Academic Offerings

Certificate Of Advanced Study In Addiction Studies

For more information please contact Dr. Maureen Thompson in the Department of Health and Wellness.

The Certificate of Advanced Study (CAS) in Addiction Studies addresses one of society's major problems and provides students with opportunities to develop broad competencies in preparation for employment in a number of fields addressing substance abuse, gambling and related behavioral addiction problems. This certificate program is an intensive study of addictions and is designed to support working professionals and supplement undergraduate and graduate study in fields such as anthropology, child and family studies, counseling, couples and family therapy, education, law, nutrition, psychology, public health, public policy, sociology, and social work, among others. Students are exposed to broad perspectives in the addictions field through the core curriculum, and may subsequently apply their courses toward their professional fields and expand employment and placement opportunities. Students do not need to be enrolled in a graduate program or have a graduate degree for this Certificate of Advanced Study (CAS) in Addiction Studies. Students may simultaneously complete a graduate degree and this CAS in addictions, counting some coursework towards both their terminal graduate degree and the CAS in Addiction Studies with prior approval from both program directors.

The minimum number of credits for the Certificate of Advanced Study (CAS) in Addiction Studies is 19 credit hours. Pursuit of state or national certification is not required, but it is an option we would like to make students aware of.

Upon completion of the addiction studies certificate, students will have partially met the New York State Office of Alcoholism and Substance Abuse Services (OASAS) educational requirements for the Certified Alcoholism and Substance Abuse Counselor (CASAC), Certified Prevention Specialist (CPS), or Certified Prevention Professional (CPP). Students will have completed the educational, but not supervised professional practice, requirements for national certification as a Certified Addiction Specialist (CAS) which is governed by the American Academy of Health Care Providers in the Addictive Disorders. It is common for people to fulfill training and supervision, that is required for certification, in their first year(s) of work. All state and national addictions certifications require supervised internship and work experience beyond their education requirements. Certification as a CPP, CPS, CAS or CASAC is voluntary for students and not required for this certificate program.

Required Courses: All students pursuing a Certificate of Advanced Study (CAS) in Addiction Studies must take these four courses.

HTW 618 Alcohol, Other Drugs, Gambling and Sex: Dynamics of Addiction 3 credit

HTW 606 Clinical Evaluation and Assessment of Addictions 3 credit

HTW 607 Wellness Counseling and Coaching: Overcoming Resistance to Change 4 credit

HTW 608 Addictions in Cultural Context 3-4 credit

(the 4th optional credit is for students who choose the one-week course supplement in Amsterdam, Netherlands) Total required core credits 13-14 credits

Elective Courses: Students pursuing a Certificate of Advanced Study (CAS) in Addiction Studies select two of the following electives.

HTW 605 Cognitive Behavioral Approaches to Stress Reduction 3 credit
HTW 609 The Impact of Addictions on Families and Relationships 3 credit
HTW 610 Addictions Treatment Planning and Referral 3 credit
SWK 781 Alcohol and Other Drugs in Social Work Practice 3 credit

The minimum number of credits for the Certificate of Advanced Study (CAS) in Addiction Studies is 19 credit hours.

M.A., M.S. In Child And Family Studies

Depending upon their individual interests and choice of concentration, master's students may emphasize child development, family studies, or early childhood education. Supportive coursework can be selected from within the department and from such other University departments as anthropology, psychology, education, sociology, gerontology, social science, nutrition, special education, or women's studies. All students, however, must take the core courses in the department and demonstrate a satisfactory knowledge of basic statistics. All students are expected to file a tentative program of study in their second semester. Students transferring courses from another institution must file a program of study prior to completing 12 credits at Syracuse University.

For the M.S. degree, a written thesis proposal must be approved by the student's committee. Oral defense of the thesis is required.

For the M.A. degree, a master's project is required.

The concentration in early childhood education focuses on the application of principles derived from child and family studies to educational programs for young children. Students selecting this concentration have an opportunity to participate in preschool programs at the Bernice M. Wright Child Development Laboratory School and at the Early Childhood Education and Day Care Center and to develop skills for supervision of preservice or paraprofessional teacher trainees.

For students majoring in child and family studies, career opportunities exist in programs and agencies serving children, youth, and families, and in other community services.

Core Courses required for the M.A. and M.S. degrees are:

CFS 631 Research Methods for Child and Family Studies I
CFS 637 Theories, Interpretations, and Applications in Child Development
CFS 648 Family Theories: Interpretation and Application
CFS 667 Childhood and Family in Cross-Cultural Perspective
CFS 621 Statistical Concepts I

Suggested courses for each of the four possible areas of concentration are:

Child Development

CFS 633 Intervention Models for Infants and Preschoolers
CFS 635 Observation and Assessment of Infants and Young Children

CFS 645 The Developing Infant
CFS 665 Language Development in Children and Families
CFS 667 Childhood and the Family in Cross-Cultural Perspective
CFS 830 Seminar in Child Development
CFS 835 Issues and Problems in Child and Family Development

Family Studies

CFS 557 Separation and Divorce: Impact on Families and Children
CFS 657 Contemporary Issues in Human Sexuality
CFS 668 Family Variations: Social Class and Ethnic Determinants
CFS 687 Family Crisis: Theory and Interpretation
CFS 840 Seminar in Family Relationships

Early Childhood Education

CFS 534 Practicum in Early Childhood Education
CFS 635 Observation and Assessment of Infants and Young Children
CFS 645 The Developing Infant
CFS 665 Language Development in Children and Families
EED 547 Children's Literature

Distribution of Credits

Core Requirements 15

Suggested Courses 12

Thesis/Project 3

Total 30

Ph.D. In Child And Family Studies

The interdisciplinary Ph.D. program in Child and Family Studies is designed advance student scholarship in the theory, literature, and research in the field of Child and Family Studies. The program is designed to train doctoral students for faculty positions, research, and administrative positions in various governmental and nongovernmental agencies. Students enrolled in the doctoral program are expected to engage in research activities under the supervision of a faculty mentor. The PhD program is 72 credits with a dissertation requirement.

Courses that are part of the core requirements of the doctoral program include: CFS 637 Theories, Interpretations, and Applications in Child Development;

CFS 648 Family Theories: Interpretation and Application; CFS 621 Statistical Concepts in Human Development I; CFS 622 Statistical Concepts in Human Development II; CFS 631 Research Methods for Child and Family Studies I; CFS 667 Child and Family in Cross Cultural Perspectives; CFS 732 Research Methods for Child and Family Studies II; CFS 835 Issues and Problems in Child and Family Development.

In addition to completing the core requirements (27 credits), students are required to take additional supporting courses (33 credits) from within or outside the college in areas such as education, psychology, the social sciences, and women's studies. Students should consult with their faculty advisors prior to selecting elective courses. Students may choose courses at the 500 or the 600 level. All students must complete a two-semester sequence in statistics, two semester sequence in research methods, and an additional research tool from areas appropriate to their proposed doctoral research.

A maximum of up to 30 credits taken at the Masters level (in CFS or related disciplines at Syracuse University or other universities) may be transferred into the PhD program as electives. Courses in research methodology, statistics, and major or substantive areas of study within Child and Family Studies or related disciplines are eligible to be considered.

Comprehensive Examination

All PhD students are expected to take their comprehensive examinations after completing their required coursework and prior to starting work on their dissertation projects. These examinations are intended to advance learning by requiring students to integrate substantive knowledge within the broad field of Child and Family Studies. Students are expected to synthesize, critically analyze, and evaluate the literature in the field and also articulate this scientific information through written and oral defenses. Formal acceptance as a Ph.D. candidate is contingent upon successful completion of both written and oral defenses. Comprehensive examinations are scheduled twice each year.

Dissertation

Students are expected to take 12 dissertation credits. The dissertation is a final requirement of the PhD program wherein students are expected to undertake original research that makes a significant contribution to the body of knowledge in child and family studies. Students are expected to present a dissertation proposal to a committee of three faculty members. Only after approval of the dissertation proposal are students allowed to undertake the proposed research project. Upon completion of the dissertation, an oral defense is scheduled before a dissertation committee. The dissertation must meet additional requirements specified by the department and the Graduate School.

Distribution of Credits:

Core Requirements 27

Electives 33 (including an additional research tool)

Dissertation 12

Total 72

M.A. In Marriage And Family Therapy

The M.A. program consists of a 45-credit curriculum that has been accredited since 1972 by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and is designed to meet academic requirements for clinical membership in the American Association for Marriage and Family Therapy. Students are mature individuals who have a strong commitment to the family therapy profession.

The M.A. program focuses on the family as a system and the cultural and societal frameworks within which couples and families grow and develop. Students are trained as therapists and scholars who challenge themselves by fostering relationships with others who hold various and diverse world views. By working toward the creation of an environment of respect, honesty, and integrity, students and faculty in the program strive to increase cultural sensitivity, heighten awareness of self in relation to others, and generate an understanding of the role played by context in issues presented in therapy.

All students enroll in a clinical practicum and complete 500 hours of supervised clinical practice with individuals, couples, and families. They spend one year training at the Goldberg Couple and Family Therapy Center. During their second year they have the opportunity to train at a variety of local health and human service agencies.

Enrollment in the marriage and family therapy program is limited due to the intense clinical training students receive; All admission decisions are made in spring for the following fall.

Course Requirements for M.A. Program

Marriage and Family Therapy Courses

MFT 661 Introduction to Family Therapy Practice

MFT 662 Systems Dynamics in a Group Setting

MFT 671 Introduction to Family Systems

MFT 672 Couple Therapy: Theory and Techniques

MFT 681 Marriage and Family Therapy Ethics and Issues

MFT 682 Marriage and Family Therapy Theory and Techniques

MFT 683 Assessment in Marriage and Family Therapy

MFT 760 Practicum in Marriage and Family Therapy I

Supportive Courses

MFT 567 Sexual Issues for the Helping Professional

MFT 600 Selected Topics: **Family Therapy Practice in Substance Abuse** or

SWK 781 Alcohol and Other Drugs in Social Work Practice

MFT 673 Child Development Theory and Family Therapy Interventions

MFT 684 Family Therapy Perspectives on Cultural Diversity

MFT 685 Family Theories in Family Therapy

EDU 647 Statistical Thinking and Applications

SWK 662 Applied Research in Social Work

Master's project or comprehensive examination

Ph.D. In Marriage And Family Therapy

Currently, The Program Is Not Accepting New Students.

The doctoral program in marriage and family therapy prepares scholars who will advance theory, research, and teaching in the field of marriage and family therapy. Students are prepared primarily for teaching, supervisory, and research positions in graduate degree-granting institutions, training institutes, and health care settings. The program builds upon a master's degree in marriage and family therapy, and is designed to provide students with an understanding of advanced clinical theory and research methodology. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

All students must continuously be involved in clinical practice during their program of study and spend two years working at the Goldberg Couple and Family Therapy Center.

The 90-credit curriculum consists of 39 credits from an M.A. in marriage and family therapy or the equivalent; 29 credits of doctoral courses in marriage and family therapy; 12 credits of advanced research methodology; 10 credits of dissertation; at least two years of supervised practicum in the Goldberg Center; and a 9-month internship. Upon completion of the doctoral coursework, all students must pass the qualifying exam. Completion of the exam must occur before the internship and the dissertation proposal. (Contact the department for details.)

Students entering the doctoral program without an M.A. in marriage and family therapy from a COAMFTE-accredited program are required to complete the degree or its equivalent. Equivalency is determined on an individual basis after admission.

Students admitted to the doctoral program are individuals who demonstrate a promise for doctoral work and a commitment to advancing the field of marriage and family therapy. An admission interview with the faculty will be scheduled following receipt of the completed application. The doctoral program is small and personalized, so enrollment is limited.

Required Doctoral Courses in MFT(23 credits)

MFT 860 Advanced Family Therapy Practicum
MFT 861 Supervision in MFT
MFT 862 Advanced Family Therapy with Children and Adolescents
MFT 863 Advanced Couple Therapy
MFT 865 Advanced Family Therapy Theory
MFT 870 Practicum in Marriage and Family Therapy Supervision
MFT 875 Cultural Diversity: Family Theory and Therapy
One elective

Two courses from the following:

MFT 772 Divorce and Remarriage: Family Theory and Therapy
MFT 773 Family Violence: Theory and Therapy
MFT 774 Parenting and Family Enrichment: Programs and Research
MFT 776 Dysfunctional Families: Theory and Therapy
MFT 777 Family Perspectives on Gender Roles and Socialization: Theory and Therapy
MFT 778 Loss Across the Life Cycle: Family Theory and Therapy
MFT 779 Sexual Identity and Family Therapy

MFT 864 Family Systems and Family Health
Required Doctoral Research Courses (12 Credits)

CFS 622 Statistical Concepts II
CFS 732 Research Methods CFS II
MFT 882 Assessment and Research Methods in MFT
MFT 885 Qualitative Research Methods in Family Therapy
Also

MFT 960 Internship in MFT (0 credits)
MFT 999 Dissertation (10 credits)

M.A., M.S. In Nutrition Science And Dietetics

The master's degree represents the professional qualification for many practitioners in dietetics and community nutrition and hence has become the terminal degree for many students. However, the increased number of higher education programs in nutrition and dietetics has also increased interest in doctoral programs that prepare practitioners for faculty positions. The master's degree may thus serve as a preparatory step toward more advanced study.

Because of the varying backgrounds and professional interests of students, the master's degree program is flexible. The M.A. degree requires the completion of a minimum of 36 credits, and the M.S. degree requires the completion of a minimum of 30 credits and a thesis.

The thesis involves investigative work on a specific topic, extensive examination and interpretation of nutrition literature on that topic, and the presentation of results in a clear and logical form. Completion of the thesis may require an additional year of study beyond completion of coursework. Students completing the Didactic Program in Dietetics or DPD requirements (to be eligible to apply to a dietetic internship) will require a minimum of 40 credits.

General Program Requirements Students selecting nutrition as a major field of study must have minimum proficiency in chemistry and physiology. A recent course in nutrition must be presented upon entrance.

If you have a bachelor's degree outside nutrition and would like to become a registered dietitian, make an appointment with the director of the Didactic Program in Dietetics (DPD), Tanya M. Horacek, P h.D., R.D., to obtain an evaluation of your DPD status. The evaluation might dictate classes you have to complete prior to starting the program.

Both the M.A. and M.S. degrees should include coursework from the major area and supporting areas.

Major Area Courses Students are expected to complete all of the core courses, with a grade of B or higher.

Core Courses (15-18 credits)

NSD 555 Food, Culture, and Environment

NSD 654 Nutrition Research Methods
NSD 665 Vitamins and Minerals
NSD 666 Metabolism
NSD 695 Nutritional Status Evaluation

Courses of Special Interest (0-9 credits)

NSD 511 Nutrition Education
NSD 512 Nutrition Counseling
NSD 648 Dietetics Practice Across the Life Span
NSD 681/682 Medical Nutrition Therapy I and Lab
NSD 683/684 Medical Nutrition Therapy II and Lab
NSD 755 Field Experience in Community Nutrition

Other Nutrition Courses (0-9 credits)

NSD 610 Readings in Foods
NSD 647 Weight Management, Obesity and Disordered Eating
NSD 655 Issues in Community Nutrition
NSD 658 Participatory Program Planning
NSD 660 Readings in Nutrition
NSD 670 Experience Credit
NSD 680 Seminar in Food and Nutrition
NSD 690 Independent Study
NSD 755 Field Experience in Community Nutrition
NSD 756 Food and Public Policy
NSD 765 Problems in Human Metabolism

Supporting Area Courses 6 to 18 credits may be selected from any field(s) approved by the student's advisor as being supportive of the total program. The program of study must be approved by the department's graduate committee.

Thesis For the M.S. degree the topic for the thesis should be selected in a specific area of interest that is reflected by the selection of courses within the major and related fields. Students should register for six credits of NSD 997 Master's Thesis. A written proposal for the thesis must be presented to the department for approval. Oral defense of the thesis is required.

Transfer Credits Students may transfer a maximum of 9 credits (with a grade of B or higher) with the approval of the graduate committee. A maximum of 12 credits (with a grade of B or higher) may be taken as a nonmatriculated student at Syracuse University.

Comprehensive Examination The comprehensive examination for both the M.A. and M.S. degrees consists of an essay test on advanced topics in nutrition and an oral examination.

Dietetic Internship Program

The Department of Nutrition Science and Dietetics offers an internship program that can be taken with or without a graduate degree.

The internship program supports students as they prepare for careers as entry-level dietitians. It builds on academic skills acquired in an accredited didactic program in dietetics. The internship consists of 1200-hours of supervised practice focusing on the nutrition care process as it applies to communities, families, acute care, long term care, outpatient programs and feeding programs. It concludes with a concentration focusing on outcomes research, and management. The internship is based on the current standards of education of the Commission on Accreditation for Dietetic Education (120 S. Riverside Plaza, Chicago 60606; 312-879-0040; ext. 5400).

Ph.D. In Nutrition Science

Note: Admission To This Program Has Been Suspended.

The Ph.D. program provides an opportunity for systematic study of various aspects of human nutrition and methods for evaluation and dissemination of nutrition information. Individual programs are planned to include supporting courses in other fields that provide the basis for understanding the complex physiological, environmental, psychosocial, economic, and cultural factors that influence human nutritional needs as well as the means and methods of studying them.

This program prepares professional nutritionists for college teaching and administrative positions that require understanding or application of advanced knowledge of nutrition and communication with professionals in related fields.

Program Requirements Completion of the degree requires 78 credits, including a minimum of 30 credits in nutrition, 15 to 30 credits in supporting areas, and 18 dissertation credits. The student's program of study must be approved by the department.

All students must pass a written qualifying examination, which covers a broad basic area of knowledge of nutrition and foods. The exam can be taken after one year of graduate study in the department, but must be taken before the completion of more than 36 credits. Formal acceptance into the Ph.D. program is contingent upon successful completion of the exam.

Research Tools Competence must be achieved in at least two tools of research, including statistics (two appropriate courses or equivalent knowledge). The second tool may be chosen from those areas most appropriate to the student's proposed doctoral research, including research methods, computer use, or foreign languages.

Comprehensive Examination A comprehensive examination, which includes both written and oral components, is taken after the student has completed the minimum course requirement of 60 credits.

Dissertation A dissertation proposal should be submitted to the department no later than one year prior to the expected date of completion of the

program. The dissertation and its defense must be completed in accordance with the requirements of the Graduate School and the department.

Program Overview

Public Health

Contact: Thomas H. Dennison, Ph.D., Associate Director
426 Eggers Hall; 315-443-9060; thdennis@maxwell.syr.edu

www.upstate.edu/cnymph

The Master of Public Health (M.P.H) degree is a collaborative program, sponsored jointly by SUNY Upstate Medical University (UMU) and Syracuse University (SU). Participating colleges at Syracuse University include the Maxwell School of Citizenship and Public Affairs, the College of Human Ecology, L.C. Smith College of Engineering and Computer Science, and the College of Law.

The program is designed to prepare students in the basic knowledge areas in public health through a core curriculum of required courses; extend that knowledge through elective coursework and through practical skills honed in field experiences; and demonstrate an integration of that knowledge through a culminating experience. The basic knowledge areas include: biostatistics, epidemiology, environmental health, health policy and management and social and behavioral sciences. A minimum of 42 credits is required for the degree, consistent with the accreditation criteria for public health programs promulgated by the Council on Education for Public Health.

The M.P.H. student body consists of individuals with a variety of backgrounds and preparations, including students directly out of undergraduate school with a relevant baccalaureate degree as well as professionals with graduate degrees and significant work experience in public health administration or clinical care. Students will be prepared for career opportunities in public health administration, leadership roles in private agencies involved in public health delivery and advocacy, research, and clinical care broadened by an understanding of the health care delivery system and grounded in public health practice.

Admission

Students interested in the M.P.H. must complete an application online at:

http://www.upstate.edu/cnymph/academic/mph_degree/how_to_apply.php

M.S.W. Program In Social Work

Paul Caldwell, MSW Program Director, 315-443-5562.

The School of Social Work offers a concurrent program of classroom and field instruction for the master's degree. The basic 60-credit program, pursued over two academic years, is composed of a 24-credit foundation curriculum and an advanced area of practice concentration. The foundation curriculum helps students develop the base knowledge, values, and skills necessary for effective generalist practice in all areas of social work.

The M.S.W. foundation curriculum required of all master's students includes:

SWK 601,602 Fundamentals of Social Work Practice I and II 6
SWK 611 Social Welfare Policy and Services 3
SWK 626 Persons in Social Contexts 3
SWK 628 Human Diversity in Social Contexts 3
SWK 662 Applied Research in Social Work 3
SWK 671/672 Field Instruction I and II 6

M.S.W. Advanced Concentrations In Social Work

After completing the foundation curriculum, students elect an advanced concentration of 36 credits in either *Social Work Practice with Individual, Families and Groups* (clinical focus) or *Community Organization, Policy, Planning and Administration* ("macro" practice). Field placements are available in child welfare, health, mental health, gerontology, schools, substance use disorders and many other practice settings.

SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS (IFG)

Advanced clinical social work theory, methods, and skills are presented in courses applied to social work with individuals, families, and groups in various practice settings.

COMMUNITY ORGANIZATION POLICY, PLANNING, AND ADMINISTRATION (COPPA)

The curriculum includes a selection of advanced social work practice courses addressing practice theory, method, and skills in community organization and development, program planning, policy planning and advocacy, and administration applied to practice settings.

M.S.W. Advanced Standing Program

Paul Caldwell, Graduate Chair, 315-443-5562.

The advanced standing program is available only to people who have graduated within the past 10 years from an undergraduate social work program accredited by the Council on Social Work Education, and who earned a minimum cumulative GPA of 3.0 in all social work course work. Eligible students are granted advanced standing of 24 credits and complete 36 credits of graduate study as a full-time or part-time matriculated student in the School of Social Work.

Advanced standing applicants who have received a grade below a B in required undergraduate courses in human behavior in the social environment, policy, or research will be required to take the comparable course in the graduate program. Graduate elective credits may not be used to achieve this requirement.

Applicants with a grade below a B in foundation practice courses are not eligible for the advanced standing program and may apply to the 60-credit M.S.W. program. Both the regular and the advanced standing program can be completed on a part-time basis.

The advanced standing program includes two courses in the summer and one full academic year as a full-time graduate student or two full academic years as a part-time student. Advanced standing students complete the 36-credit concentration-level curriculum.

Courses

Child And Family Studies

CFS 534 Practcm/Early Childhood Ed 3 IR
Planning and implementing curriculum for prekindergarten or kindergarten children. Fieldwork and seminar.
COREQ: EDU 508.

CFS 535 Quality Infant Care Giving 2-3 SI
Crosslisted with: EDU 535
Workshop. Research theories and demonstrations of infant/toddler care, development, and assessment; group care, legal and budgeting issues, and work with parents.

CFS 557 Sep & Div:Impct/Chld&Fam 3 IR
Social and psychological issues, theories, and research.

CFS 577 Urban Family Problems 3 IR
Past, present, and projected public policies to resolve urban family problems. Urban housing, crime and criminal processing, health, urban diversity, and social science policies introduced to eliminate these problems.

CFS 597 Day Care Administration 3 SI
Prepares students to administer, coordinate, promote, consult, and assist in the start-up and development of child day care services.
PREREQ: CFS 432.

CFS 600 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CFS 621 Statistical Concepts I 3 Y
First course in statistics; provides tools for data analysis. Descriptive and inferential statistics.

CFS 622 Statistical Concepts II 3 Y
Second course in statistics. Analysis of variance, multiple regression, and multivariate analysis.
PREREQ: CFS 621.

CFS 631 Research Methods/Cfs I 3 Y
Fundamental concepts of research methodologies employed in the study of children and families, focusing on the research process.
PREREQ: CFS 621.

CFS 633 Intrvntn Mdls:Inft&Pre-Sc 3 IR
Theoretical and pragmatic bases and dimensions of early childhood programs. Programs of prevention and remediation, both research based and service oriented. Recent manuscript materials.

CFS 635 Obs&Assesmt/Infnts&Chldrn 3 IR
Demonstrations of preschool tests. Opportunities in naturalistic settings for proficiency in the interaction coding technique, APPROACH, in other observation methods, and in infant developmental tests. Reliability and validity problems in ecological research.

CFS 636 Crtel Iss/Early Chldhd 3 SS
Contemporary issues. Emphasis on developmentally appropriate strategies of teaching and child care. Issues such as cultural diversity, family demographics, role of play.

CFS 637 Theo,Intrp,Apps/Child Dev 3 Y
Disparate theoretical approaches to child development, especially competing interpretations of the behavior of young children.

CFS 645 The Developing Infant 3 Y
Double Numbered with: CFS 345
Pregnancy and neonatal and child development from birth to three years. Theory and research findings: biological, psychological, and family. Systematic observations of infants.

CFS 648 Family Theory:Interp&Applic 3 Y
Critical assessment of the theoretical perspectives of family studies; survey of major substantive developments.

CFS 657 Cntmp Iss/Human Sexuality 3 IR
Individual responses to social pressures. Issues of the sexual revolution and its impact in terms of sexual behavior and dysfunction.

CFS 658 Prosocl&Moral Dev in Chld 3 IR
Theories and research on familial, societal, and cultural variables related to prosocial and moral development in infants and young children. Child observation required.

CFS 665 Lang Dev in Childr & Fam 3 Y
Double Numbered with: CFS 365
Psycholinguistic theories and child language research.-Social class, cultural, familial, and dialectical influences. Language enrichment programs and assessments. Systematic observations of child language required.

CFS 667 Chld&Fam Crss/Cltl Persp 3 Y
Introduction to field methods, the study of childhood, and family in cross-cultural perspectives.

CFS 668 Fam Var:Soc Class&Eth Det 3 IR
Variables of residence (rural, urban, suburban), social class, and ethnicity as they pertain to family organization. Variations in marital relationships, child rearing, kinship, and patterns of mobility.

CFS 670 Experience Credit 1-6
Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

CFS 687 Family Crisis:Theory/Intp 3 Y
Impact of crisis events upon family functioning. Emerging process through which families pass as they attempt to regain equilibrium. Theoretical frameworks applied to several types of critical events.

CFS 690 Independent Study 1-6
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

CFS 695 Sex Role Socialztn & Fam 3 IR
Influence of sex discrimination on sex and gender development over life span. Origin and development of family as sex-typed system. Relationship between changing sex roles and family patterns.

CFS 700 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CFS 732 Research Methods/CFS II 3 E
Issues and problems of developmental and interactional analysis. Design of studies, development of measurement categories, and analyses of data. Doctoral student or permission of instructor.
PREREQ: CFS 622, CFS 631.

CFS 800 Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

CFS 830 Sem Child Development 3 Y
Development of the child, either in the home or in the nursery school. Past seminars have included: developmental theories of Jean Piaget and Erik Erikson, difference and deficit models of education. R

CFS 835 Iss & Probs/Chld&Fam Devt 3 E
An integrative approach to contextualizing development and examining the multitude of influences on child and family development.
PREREQ: CFS 637.

CFS 840 Sem: Family Relations 3 IR
Factors influencing family living. Past seminars have included family theory, aging, family interaction. R1, 6 credits maximum

CFS 870 Practicum in Marriage and Family Therapy Supervision 1 IR
Crosslisted with: MFT 870
Supervision of Marriage and Family Therapy therapists-in-training. Partial fulfillment of AAMFT requirements for approved supervisor status.
PREREQ: CFS 861. R

CFS 990 Independent Study 1-6
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

CFS 997 Masters Thesis or Project 0-6 S R

CFS 999 Dissertation 1-15 S
R14, 15 credits maximum

Health And Wellness

HTW 605 Cognitive Behavioral Approaches to Stress Reduction 3 Y

Double Numbered with: HTW 405

Students will learn mindfulness practices for professional self-care and as therapeutic modalities. Examining stressors mindfully through focused attention on the present. Separately observing the mind's cognitive and emotive reactions to present, past and anticipated events. Additional work required of graduate students.

HTW 606 Clinical Evaluation and Assessment of Addictions 3 Y

Double Numbered with: HTW 406

Pre-treatment tools for engaging individuals in the evaluation and assessment of potentially problematic use of addictive and other addictive behaviors. Emphasizes the bio-psycho-social underpinnings of addictions. Role of the counselor as change agent. Additional work required of graduate students. COREQ: HTW 618 OR SWK 731.

HTW 607 Wellness Counseling and Coaching: Overcoming Resistance to Change 4 Y

Double Numbered with: HTW 407

Knowledge of the philosophies, practices, policies and outcomes of models of behavior change. Motivational interviewing and solution-focused approaches to addictions counseling. Individual counseling, goal setting and relapse prevention techniques. Includes 30 hours of practice laboratory. Additional work required of graduate students.

HTW 608 Addictions in Cultural Context 3-4 Y

Double Numbered with: HTW 408

Exploration of the role played by drugs in different societies, and follows the dissemination of different substances in the process of cultural encounters. Includes an optional summer component in the Netherlands. Additional work required of graduate students. COREQ: HTW 618.

HTW 609 The Impact of Addictions on Families and Relationships 3 Y

Double Numbered with: HTW 409

Knowledge of effects of chemical dependency on family, significant others and the importance of family support in recovery. Knowledge of basic family treatment approaches. Additional work required of graduate students.

HTW 610 Addictions Treatment Planning and Referral 3 IR

Double Numbered with: HTW 410

Treatment, planning, clinical record keeping, and discharge planning in addition to individual and group, recovery models, replacement therapy, and dual-diagnosis. Additional work required of graduate students. PREREQ: HTW 606.

HTW 615 Public Health Ethics 3 Y

Double Numbered with: HTW 415

Ethical issues in public health, including legal and policy responses. Role of religious and social values in setting health policy. Additional work required of graduate students.

HTW 618 Alcohol, Other Drugs, Sex and Gambling: Dynamics of Addiction 3 S

Double Numbered with: HTW 318

The biological, psychological, and social factors of substance use and related addictions that exist across cultures and species. Additional work required of graduate students.

HTW 662 Culture and Reproductive Health and Medicine 3 IR

Crosslisted with: ANT 662; Double Numbered with: HTW 462

Cultural anthropological approaches to cross-cultural variations in reproductive practices (pregnancy, childbirth, infertility, etc.) Impact of globalization, biomedicalization, international development on reproduction and reproductive health. Medical anthropology and gender studies.

HTW 663 Global Health 3 Y

Crosslisted with: ANT 663; Double Numbered with: HTW 463

Global health in anthropological perspective. Examines how culture affects people's experience and response to morbidity and mortality. Considers topics like gender and health, reproductive health, infectious disease, health and inequality and health and war.

HTW 664 Social and Biological Issues in Child and Family Health in the Global Community 3 Y

Child and family health problems and issues over the lifespan with particular attention to main biomedical and biosocial causes of poor health and shortened survival. Examples from local, national, and international settings reviewed in depth.

HTW 668 Applied Epidemiology for Child & Family Health in Global Community 3 Y

Epidemiological methods used in the study of the etiology, distribution, and control of child, family and global community health problems. Topics will be illustrated with examples from local, national and global settings.

HTW 690 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

HTW 702 Child and Family Health Policy in the Global Community 3 Y

Overview of the major health and welfare policies and programs for children and families in the U.S. and other global settings. Students will learn about issues around community participation in selected global contexts.

HTW 779 Implementation and Evaluation of Child & Family Health Programs in the Global Community 3 Y

Techniques and methods for the implementation and evaluation of child and family health programs in the global community. Exposure to examples and applications from both the US and international settings.

HTW 781 Graduate Practicum in Child & Family Health in the Global Community 3 Y

Application of knowledge and competencies at a national or international agency under the direction of an approved preceptor. Students selecting a US site are encouraged to choose one with a global focus. PREREQ: HTW 664, 668, 702, 779.

Hospitality Management

HPM 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HPM 690 Independent Study 1-6 IR

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

Marriage And Family Therapy

MFT 567 Sexual Issues for the Helping Professional 3 SS

Sexual abuse, sexual assault, sexual dysfunction, sex and disability, and nontraditional sexual relationships. Introduction to educational and therapeutic intervention.

MFT 600 Selected Topics 1-3 S

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MFT 625 Family Systems and Therapy 3 Y

Theory and techniques. Therapeutic approaches such as structural, strategic, intergenerational, and experiential family therapy. Not for Marriage and Family Therapy majors.

MFT 641 Divorce Mediation 3 SS

Crosslisted with: SWK 641
Basic theory and skills of divorce mediation. Includes introduction to conflict resolution theory, divorce law, financial planning, custody issues, and marital and family dynamics related to divorce.

MFT 661 Introduction to Family Therapy Practice 3 Y

Introduces basic therapeutic skills of family therapy practice.

MFT 662 Systems Dynamics in a Group Setting 3 Y

Cognitive and affective awareness of group process through didactic and experiential instruction. Group techniques for the treatment of family issues. For students in Marriage and Family Therapy Program. PREREQ: MFT 661.

MFT 671 Introduction to Family Systems 3 Y

Family as a system. Family functioning and the impact of developmental stage, sociocultural context, and family of origin.

MFT 672 Couple Therapy: Theory and Techniques 3 Y

The couple relationship and ways to facilitate it. Psychodynamic, behavioral, and systems approaches. Non-marital, marital, and divorcing couples. For students in Marriage and Family Therapy program. PREREQ: MFT 661, MFT 671.

MFT 673 Child Development Theory and Family Therapy Interventions 3 Y

Child development, relationship development, and family therapy theory and techniques. The dynamic interplay among family systems, gender, child development, and other contextual variables.

MFT 681 Marriage and Family Therapy Ethics and Issues 3 Y

Ethical, legal, and professional issues in marriage and family therapy. For students in the Marriage and Family Therapy program.

MFT 682 Marriage and Family Therapy Theory and Techniques 3 Y

Theory and practice of the major family therapies. PREREQ: MFT 671.

MFT 683 Assessment in Marriage and Family Therapy 3 SS

Individual, couple, and family assessment utilizing a family systems perspective.

MFT 684 Family Therapy Perspectives on Cultural Diversity 3 Y

How six basic dimensions of diversity (race, ethnicity, class, gender, sexual orientation, religion) interface with the dynamics of oppression to structure reality in general, and more specifically the process of therapy.

MFT 685 Family Theories in Family Therapy 3 Y

An integrative family therapy course exploring the content and process of family therapy in a way that values the similarities and differences inherent in individual, family, and therapy development across the life cycle. PREREQ: MFT 671, MFT 682.

MFT 750 Introduction to Marriage & Family Therapy Practicum 3 Y

Introduction to clinical practice in the Goldberg Couple and Family Therapy Center

MFT 760 Practicum in Marriage and Family Therapy I 3 Y

First course of four required courses in supervised clinical practice in Couple and Family Therapy for students in the Marriage and Family Therapy program. PREREQ: MFT 750. R

MFT 761 Practicum in Marriage & Family Therapy II 3 Y

Second course of four required courses in supervised clinical practice in Couple and Family Therapy for students in the Marriage and Family Therapy program. PREREQ: MFT 760.

MFT 762 Practicum in Marriage and Family Therapy III 3 Y

Third course of four required courses in supervised clinical practice in Couple and Family Therapy for students in the Marriage and Family Therapy program. PREREQ: MFT 761.

MFT 763 Practicum in Marriage and Family Therapy IV 3 Y

Elective course in supervised clinical practice in Couple and Family Therapy for student in the Marriage and Family Therapy program who have not completed the required 500 hours. PREREQ: MFT 762.

MFT 764 Practicum in Marriage and Family Therapy V 3 Y

Elective course in supervised clinical practice in Couple and Family Therapy for student in the Marriage and Family Therapy program who have not completed the required 500 hours. PREREQ: MFT 763. R1, 6 credits maximum

MFT 771 Family Systems Approach to Addictions and Eating Disorders: Theory and Therapy 3 IR

Family-systems approach to the assessment and treatment of addictions, alcoholism, eating disorders, and obesity.

MFT 772 Divorce and Remarriage: Family Theory and Therapy 3 IR

Family-systems approach to separation, divorce, remarriage, and stepfamily formation. Review of research and family intervention strategies.

MFT 773 Family Violence: Theory and Therapy 3 IR

Systemic approach to assessment and treatment of family violence. Child, spousal, and parental abuse.

MFT 774 Parenting and Family Enrichment: Programs and Research 3 IR

Theory and research on parenting and family enrichment. Overview of intervention programs

MFT 776 Dysfunctional Families: Theory and Therapy 3 IR

Family-systems approach to treatment of multiproblem, chronically distressed, and rigid families.

MFT 777 Family Perspectives on Gender Roles and Socialization: Theory & Therapy 3

Gender and its implications for socialization, family functioning, and family therapy.

MFT 778 Loss Across the Life Cycle: Family Theory and Therapy 3 IR

Systemic approach to theory and treatment of normative and non-normative losses across the family life cycle.

MFT 779 Sexual Identity and Family Therapy 3 IR

Systemic approach to sexual identity and family therapy theory and clinical applications.

MFT 860 Advanced Family Therapy Practicum I S

Advanced supervised clinical experience for Marriage and Family Therapy doctoral students. A minimum of four credits required R

MFT 861 Supervision in Marriage and Family Therapy 3 E

Theory and techniques of supervision in marriage and family therapy. Required course for AAMFT Supervisor designation.

MFT 862 Advanced Family Therapy with Children and Adolescents 3 E

Assessment, diagnosis, and family treatment of child-hood and adolescent dysfunction. Interaction between child and family system.

MFT 863 Advanced Couple Therapy 3 O

Family systems approach to the assessment and treatment of couple dynamics, including sexuality.

MFT 864 Family Systems and Family Health 3 IR

Relationship between family process and family health, effect of chronic illness on the family system, and overview of family wellness paradigm.

MFT 865 Advanced Family Therapy Theory 3 E

Critique of family therapy theories. Theory development.

MFT 870 Practicum in Marriage and Family Therapy Supervision I IR

Crosslisted with: CFS 870
Supervision of Marriage and Family Therapy therapists-in-training. Partial fulfillment of AAMFT requirements for approved supervisor status. PREREQ: MFT 861. R

MFT 875 Cultural Diversity: Family Theory and Therapy 3 O

Influence of racial, ethnic, and religious heritage on family structure and therapeutic intervention.

MFT 882 Assessment and Research Methods in Marriage and Family Therapy 3 O

Overview of family assessment techniques. Issues and procedures in family therapy process and outcome research.

MFT 885 Qualitative Research Methods in Family Therapy 3

A qualitative inquiry in the social sciences. Students will learn to apply qualitative research methodology to understand human phenomena and life.
PREREQ: CFS 631.

MFT 960 Internship in Marriage and Family Therapy 0-3 S

Supervised internship in Marriage and Family Therapy. Nine to 12-month family therapy internship with AAMFT approved supervision.
R

MFT 997 Master's Thesis or Project 0-6 S

R

MFT 999 Dissertation 1-12 S

Nutrition Science And Dietetics

NSD 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

NSD 505 Nutritional Biochemistry Overview 1 Y

Brief overview of structure/function of atoms and molecules of biological importance. Structure/function of proteins, carbohydrates and lipids in the complex biological environment. Introduction to metabolic pathways involved in utilization of energy nutrients.
PREREQ: CHE 106.

NSD 511 Nutrition Education 3 Y

A theoretical basis for nutrition education and opportunity to develop skills for a wide variety of individuals.
PREREQ: NSD 225, NSD 342.

NSD 512 Nutrition Counseling 3 Y

A theoretical basis for counseling related to nutrition and increase opportunities to develop nutrition counseling skills for a wide variety of individuals.
PREREQ: NSD 225, NSD 511, NSD 342, NSD 481, NSD 482.

NSD 513 Nutrition Education Experience 1 Y

Prepare, disseminate and evaluate nutrition education curriculum for peer or other audiences. Provide nutrition education on campus and in the community through table events, group presentations, and media campaigns.
PREREQ: NSD 511. R4, 5 credits maximum

NSD 515 Physical Assessment and Multiskilling for Dietitians 1 S

Practice and skill validation in basic cardiovascular, respiratory, abdominal, muscular, and integumentary assessment. Diabetes and enteral feeding management
PREREQ: NSD 481 OR NSD 681.

NSD 555 Food, Culture and Environment 3 Y

Crosslisted with: WGS 555
Understand the environment in which nutrition education and communication occur. The broader environment includes cultural diversity, the food system from farm to table, as well as functionality of food components.
PREREQ: NSD 115, NSD 225.

NSD 610 Readings in Foods 1-3 IR

R5, 6 credits maximum

NSD 625 Nutrition for Fitness and Sports 3 Y

Double Numbered with: NSD 425
Energy needs of activity and effect of dietary intake on performance. Special dietary requirements of specific sports and athletic activities. Dietary ergogenic aids; weight control; sports fads and myths; interaction of alcohol, caffeine, and tobacco on nutrition.

NSD 647 Weight Management, Obesity and Disordered Eating 3 Y

Double Numbered with: NSD 447
Basic principles of weight management and role of nutrition and physical fitness in weight control. Causes, characteristics, and treatment of anorexia nervosa, bulimia, pica, and obesity; strategies for nutritional management. Additional work required of graduate students.

NSD 648 Dietetics Practice Across the Lifespan 3 IR

Integration of information necessary to understand nutrition issues of importance at different life stages with the skills to assess nutritional status of individuals with non-complex medical issues at different life stages.
PREREQ: NSD 225.

NSD 650 Dietetics Practicum 1-6 Y

Structured experience in dietetics management, community, and clinical nutrition in community agencies, hospitals, and food systems operations integrated with classroom theory. R

NSD 654 Nutrition Research Methods 3 Y

Integrates an understanding and application of nutrition research methods. Emphasis on evidence-based analysis.

NSD 655 Issues in Community Nutrition 3 Y

Analysis of government role in meeting food and nutrition needs of selected populations. Relationship of public health and welfare policy to nutritional status. Community assessment and program evaluation.

NSD 658 Participatory Program Planning 3 IR

Double Numbered with: NSD 458
Participate with community of choice and research to produce a plan applying the steps of the PRECEDE-PROCEED model to develop a health promotion program. Additional work required of graduate students.
PREREQ: NSD 225.

NSD 660 Readings in Nutrition 1-3 S

R1, 6 credits maximum

NSD 665 Vitamins And Minerals 3 Y

Review of the micro-nutrients, their structures, metabolic and/or physiologic functions, requirements, deficiency states and possible toxicities, nutritional assessment, food sources, and interrelationships with other nutrients.

NSD 666 Metabolism 3 Y

Metabolic interrelationships and control in the use of proteins, carbohydrates, and lipids.

NSD 670 Experience Credit 1-6 S

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

NSD 680 Seminar in Food and Nutrition 1-3 Y

Topics in food and nutrition. R1, 6 credits maximum

NSD 681 Medical Nutrition Therapy I 3 Y

Double Numbered with: NSD 481
Nutrition problems in adapting food habits for physical and metabolic alterations caused by selected disease states, within the context of the nutrition diagnostic and care process. Additional work required of graduate students.
PREREQ: NSD 225 AND BIO 216, 217;
COREQ: NSD 682.

NSD 682 Medical Nutrition Therapy I Lab 1 Y

Double Numbered with: NSD 482
Application of the nutrition care process, model, and diagnostic language for selected disease states to solve clinical nutrition problems. Additional work required of graduate students.
PREREQ: NSD 225 AND BIO 216 AND BIO 217; COREQ: NSD 681.

NSD 683 Medical Nutrition Therapy II 3 Y

Double Numbered with: NSD 483
Nutrition problems in adapting food habits for physical and metabolic alterations caused by selected disease states within the context of the nutrition diagnostic and care process. Continuation of NSD 481/681. Additional work required of graduate students.
PREREQ: NSD 681. COREQ: NSD 684.

NSD 684 Medical Nutrition Therapy II Lab 1 Y

Double Numbered with: NSD 484
Application of the nutrition care process, model, and diagnostic language for selected disease states to solve clinical nutrition problems. Continuation of NSD 482/682. Additional work required of graduate students.
PREREQ: NSD 682. COREQ: NSD 683.

NSD 690 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

NSD 695 Nutritional Status Evaluation 3 Y

Principles and practices. Dietary, biochemical, anthropometric, and clinical procedures. Laboratory experiences.

NSD 755 Field Experience in Community Nutrition 3 IR

Field experience with public and private agencies that include programs with a food and/or nutrition component.
PREREQ: NSD 655.

NSD 756 Food and Public Policy 3 IR

Introduction to theory of public policy illustrated with examples of a variety of food, nutrition, and agricultural policies. Historical development of policies. Legislative and regulatory issues.

NSD 765 Problems in Human Metabolism 3 IR

Selected topics in therapeutic nutrition and metabolism for students with substantial background in nutrition and disease.
PREREQ: NSD 666.

NSD 795 Research Methods 3 SI

Research techniques applicable to the study of nutrition. R1, 6 credits maximum

NSD 885 Graduate Seminar 0-3 IR

NSD 897 Graduate Project 0-6 S

Project comparable to master's thesis in quality and quantity of work; applicable in lieu of thesis only if a substantial portion of the work cannot be presented in written form.

NSD 997 Master's Thesis 1-6 S

R

NSD 999 Dissertation 0-15 S

R

Social Work

SWK 600 Selected Topics 1-3 SI

Exploration of a topic in social work, not covered by the standard curriculum, but of interest to faculty and students in a particular semester. R

SWK 601 Fundamentals of Social Work Practice I 3 Y

Preparation for beginning social work interventions. Theories of practice and rehearsal of problem solving and communication skills with individuals, families, and groups in client, target, and action systems and within organizations and communities.
COREQ: SWK 671.

SWK 602 Fundamentals of Social Work Practice II 3 Y

Continuation of SWK 601.
PREREQ: SWK 601 COREQ: SWK 672.

SWK 611 Social Welfare Policy and Services 3 Y

Historical antecedents of social welfare policy, programs. Social work values, roles. Structure and organization of public and voluntary strategies for achieving economic security, health, and mental health welfare goals. Cultural, racial, ethnic, gender diversity. Policy analysis frameworks.

SWK 626 Persons in Social Context 3 Y

Crosslisted with: WGS 626
Assessment of behavior of diverse individuals, groups, and social systems. Applying concepts from the biological, behavioral, and social sciences in identifying and understanding forms and causes of behavior.

SWK 628 Human Diversity in Social Contexts 3 Y

Crosslisted with: WGS 628
Diversity, including race, gender, sexual orientation, and selected topics. Examines individual, group, and institutional identity formation. Theories of biopsychosocial development, reference group affiliation, social stratification, oppression, and institutional discrimination. Implications for social work practice.

SWK 635 Readings in Feminist Psychological Theories 3 Y

Crosslisted with: WGS 635
Feminist psychological theories will be identified and analyzed. The intersection of feminist theory and traditional psychological theory, with particular critique to mental health interventions and programs will be examined.

SWK 640 Issues in Health Care 3 IR

Aspects of health care delivery for social work practice. Social patterns of illness and utilization of health care facilities relevant to present and future organization of health care facilities.
PREREQ: SWK 626. R

SWK 641 Divorce Mediation 3 SS

Crosslisted with: MFT 641
Basic theory and skills of divorce mediation. Includes introduction to conflict resolution theory, divorce law, financial planning, custody issues, and marital and family dynamics related to divorce.

SWK 657 Processes of Aging 3 SI

Double Numbered with: SWK 357
Intrinsic aging processes, changing needs, and characteristics of aging populations, and the impact of age related forces in American society, with special attention to aged groups disadvantaged by virtue of race, ethnicity, gender, sexual orientation, disability, and poverty. Additional work required of graduate students.
PREREQ: SWK 626.

SWK 662 Applied Research in Social Work 3 S

Design and execution of research in human service settings. Proposal development, creation of quantitative and qualitative instruments, coding of data, computer-based data analysis, and production of research reports.

SWK 671 Field Instruction I 3 S

Supervised practice experience to apply knowledge, social work principles, values, and methods and obtain increasing competence and skill for professional practice. No credit will be given for completion of only one semester of field work.
COREQ: SWK 601.

SWK 672 Field Instruction II 3 S

Supervised practice experience to apply knowledge, social work principles, values, and methods and obtain increasing competence and skill for professional practice. No credit will be given for completion of only one semester of field work.
PREREQ: SWK 671. COREQ: SWK 602.

SWK 689 Individualized Readings Program 3 S

Selected readings in social work and related fields under guidance of appropriate faculty.

SWK 690 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

SWK 700 Selected Topics 1-3 SI

Exploration of a topic in social work not covered by standard curriculum, but of interest to second year graduate students and faculty in a particular semester. R

SWK 702 Social Work Practice in Family Mental Health 3 SI

Advanced family systems practice. Exploration of topics including chronic mental illness, chronic physical illness, couple issues, child focused families, alternative families, aging and death. Political and social contexts of practice.
PREREQ: SWK 732; COREQ: SWK 772.

SWK 707 Short Term Intervention in Social Work 3 Y

Development of clinical skills in Solution Focused Brief Therapy, Cognitive Therapy and Narrative Therapy. Intervention effectiveness is stressed. Role playing, lecture, group processing and assignments specific to each approach are used to facilitate skill development.
PREREQ: SWK 601.

SWK 709 Practice with Children, Adolescents and Families 3 Y

Intervention models examined in the framework of family empowerment and advocacy for organizational change. Examines implications of diverse, culturally based child rearing practices for design of intervention strategies to strengthen and empower families.
PREREQ: SWK 732; COREQ: SWK 772.

SWK 710 Topics in Advanced Social Work Practice and Policy 1-6 SI

Developing issues and current trends. Shifting directions in social work practice and theory: methods, strategies, and techniques of intervention. Services to diverse populations. Developing issues and current trends. Shifting directions in social work practice, policy, and theory. Service models, techniques, and strategies of intervention for diverse populations. U.S. or international. R

SWK 712 Clinical Social Work with Groups 3 Y

Experiential seminar explores frameworks for therapeutic intervention with formed groups. Focuses on students' prior experience, aids in integration of new models and techniques into social work model for clinical work with groups. Requires concurrent work with short term group.
PREREQ: SWK 601.

SWK 713 Social Work Case Management Practice 3 SI

Micro, mezzo, and macro levels of system intervention for populations at risk. Emphasis on empowerment strategies.
PREREQ: SWK 602.

SWK 714 Supervision, Consultation and Staff Development 3 SI

Functions, methods, and techniques of supervision and consultation within an organizational context. Design, implementation, and evaluation of staff development programs. Emphasis on overcoming barriers to multicultural groups and enhancing staff morale, motivation, and effectiveness.
PREREQ: SWK 602.

SWK 715 Administration in Human Services 3 Y

Organizational and administrative theories and principles are applied to a range of human services. Administrative issues related to effective delivery of services include job design, resource procurement and allocation, strategic planning, and quality management.
PREREQ: SWK 602.

SWK 724 Psychopathology 3 Y

Stressful processes of living, focusing on individual attitudinal and behavioral responses that may be maladaptive. Traditional mental health theories and classifications, and relevant perspectives from sociology, social psychology, and biology.
PREREQ: SWK 626.

SWK 727 Family Violence: Policy, Practice and Research 3 Y

Examines family violence from a social work perspective. Integrated understanding of causation and intervention. Direct practice and policy issues. Role of research in the family violence field.

SWK 730 Family Systems Theory 3 Y

Exploration of foundational and current couple and family therapy theories as they relate to functional and dysfunctional interactions, and to the practice of Social Work with individuals, families and groups.
PREREQ: SWK 626, SWK 601. R

SWK 732 Advanced Practice with Individuals, Families and Groups 3 Y

Application of systems thinking to advanced social work practice with individuals, families, and groups. Intervention with problems of aging, child welfare, health, mental health, and in the workplace.
PREREQ: SWK 730.

SWK 735 Principles and Methods of Social Work Practice with Black Families 3 Y

Principles and methods in working with black families. Practice interventions are examined within a cultural context. Attention will be given to the historical underpinnings that have molded the black experience in America.
PREREQ: SWK 601.

SWK 736 Evidence-Based Approaches to Mental Health Treatment 3 Y

Evidence-based practices within recovery-oriented paradigm for treating individuals with serious mental illness. Focus on assessment, treatment outcomes, and translating research into practice.
PREREQ: SWK 724, SWK 601.

SWK 761 Mental Health Policy 3 Y

Policies, programs in mental health and developmental disabilities fields. Deinstitutionalization, community-based services. Special mental health issues related to poverty, ethnicity, gender, sexual orientation. Policy analysis.
PREREQ: SWK 611.

SWK 763 Health Care Policy 3 SI

Present organization of health care services, development of government legislation, and regulation. Organization and growth of public and private services and their impact on special populations.
PREREQ: SWK 611.

SWK 765 Public Policy and Aging 3 Y

Identify social policy formulations relevant to the changing lifestyle of the elderly. Implications of such policies for the social institutions and delivery systems serving elderly persons and their families.
PREREQ: SWK 611.

SWK 766 Seminar in International Social Welfare Policy and Social Work 3 SI

Cross-national comparisons.
PREREQ: SWK 611.

SWK 768 Family & Child Welfare Policy 3 Y

Examines policies, programs affecting three groups of families and children: supportive services for all, target services for those at risk, and intensive interventions to protect children with acute problems. Measurement and political dimensions of policy making analysis.
PREREQ: SWK 611.

SWK 771 Field Instruction III 3 S

Supervised practice experience in social agencies related to student's concentration choice. No credit will be given for only one semester of field work.
PREREQ: SWK 672.

SWK 772 Field Instruction IV 3 S

Supervised practice experience in social agencies related to student's concentration choice. No credit will be given for only one semester of field work.
PREREQ: SWK 771.

SWK 774 Proposal Writing and Program Development 3 Y

Planning, development, and funding of social service programs in both private nonprofit and public settings.
PREREQ: SWK 602.

SWK 775 Program Evaluation 3 S

Evaluation of human service programs reflected in students' field placements. Evaluability assessment. Program description. Posing evaluation questions. Quantitative and qualitative methods of needs assessment, information management, process evaluation, outcome evaluation, cost analysis, reporting results.
PREREQ: SWK 662; COREQ: SWK 771 OR 772.

SWK 776 Clinical Practice Evaluation 3 S

Evaluation of clinical practice reflected in students' field placements. Principles of measurement. Single system design. Critical thinking in clinical decision making. Quantitative and qualitative methods of systematic self-evaluation, instrument design, data analysis.
PREREQ: SWK 662; COREQ: SWK 771 OR 772.

SWK 777 Community Organization and Development 3 Y

Theoretical orientations and skills required for social work practice of community economic development in urban and rural settings.
PREREQ: SWK 602.

SWK 778 Policy Practice and Advocacy 3 Y

Social policy analysis, planning and advocacy knowledge, methods and skills applied to social reform and social change in health and welfare arenas.
PREREQ: SWK 611.

SWK 779 Seminar in Organizational Development and Leadership 3 Y

Theories, research, and practice models of organizational development and leadership. How organizations function and personal exploration of the self as change agent. Skills of analysis and synthesis for organizational change in public and nonprofit settings.
PREREQ: ANY THREE OF SWK 715, 774, 777 OR 778; COREQ: ANY THREE OF SWK 715, 774, 777, 778.

SWK 781 Alcohol and Other Drugs in Social Work Practice 3 Y

Introduces theory and practice strategies appropriate to understand and address alcohol and other drug problems among clients in various human services settings.
PREREQ: SWK 601.

SWK 785 AIDS: Social and Preventive Issues 3 SI

Studies policy and practice issues affecting individuals infected by human immunodeficiency virus (HIV). Examines nature of illness, its psychosocial sequelae, differential impact on ethnic/cultural groups in U.S., and strategies for ethnic sensitive practice.

SWK 789 Individualized Reading

Program 1-4 S

Selected readings in social work and related fields under guidance of appropriate faculty.

SWK 790 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

SWK 997 Masters Thesis 0-6 SI

Individual thesis guidance. Comprehensive research plan is presented for faculty approval. Thesis submitted to Graduate School for examination.

Faculty

Keith Alford, Associate Professor,
Baccalaureate Program Director, Social Work
Ph.D., Ohio State University, 1997

Pamela Allison, Assistant Professor,
Hospitality Management
Ph.D., University of Central Florida, 2009

Tim Barr, Instructor, Hospitality
Management
B.S., Rochester Institute of Technology, 1971

Dessa Bergen-Cico, Assistant Professor,
Health and Wellness
Ph.D., Syracuse University, 1992

Lynn Brann, Assistant Professor, Nutrition
Science and Dietetics
Ph.D., University of Tennessee, 2003

Rick Burton, David B. Falk Professor, Sport
Management
M.B.A., Marquette University, 1991

James Byrne, Professor of Practice, Health
and Wellness
J.D., University of Connecticut, 1985

Paul Caldwell, Associate Professor, Masters
Program Director, Social Work
Ph.D., Brandeis University, 1995

D. Bruce Carter, Associate Professor, Child
and Family Studies
Ph.D., University of Virginia, 1980

Wan-Yi Chen, Assistant Professor, Social
Work
Ph.D., Columbia University, 2004

Kenneth Corvo, Associate Professor, Social
Work
Ph.D., Case Western Reserve University, 1993

Luvania Cowart, Professor of Practice,
Health and Wellness
Ed.D., Syracuse University, 1980

Ellen deLara, Associate Professor, Social
Work
Ph.D., Cornell University, 2000

Thom deLara, Professor of Practice, Chair,
Marriage and Family Therapy
M.S.W., Syracuse University, 1975

Norm Faiola, Associate Professor, Chair,
Hospitality Management
Ph.D., Syracuse University, 1994

Joseph Fanelli, Instructor, Child and Family
Studies
Ph.D., Syracuse University, 1980

Leigh Gantner, Assistant Professor,
Nutrition Science and Dietetics
Ph.D., Cornell University, 2010

Alejandro Garcia, Professor, Social Work
Ph.D., Brandeis University, 1980

Brooks Gump, Associate Professor, Health
and Wellness
Ph.D., University of California, San Diego,
1995

Tanya Horacek, Associate Professor,
Nutrition Science and Dietetics
Ph.D., University of Nebraska, 1996

Juye Ji, Assistant Professor, Social Work
Ph.D., University of Southern California,
2009

Kimberly Johnson, Instructor, Hospitality
Management
M.S., Syracuse University, 2008

Pamela Johnson, Assistant Professor, Social
Work
Ph.D., Case Western Reserve University, 2010

Eunjo Jung, Assistant Professor, Child and
Family Studies
Ed.D., Illinois State University, 2004

Irene Kehres, Assistant Dean, Professor of
Practice, Child and Family Studies
Ph.D., Syracuse University, 2004

Mary Ann Kiernan, Instructor, Hospitality
Management
B.S., Florida International University, 1988

Eric Kingson, Professor, Social Work
Ph.D., Brandeis University, 1979

Karen Kirkhart, Professor, Social Work
Ph.D., University of Michigan, 1979

Ambika Krishnakumar, Associate
Professor, Chair, Child and Family Studies
Ph.D., University of Tennessee, 1997

Linchi Kwok, Assistant Professor,
Hospitality Management
Ph.D., Texas Tech University, 2009

Sandra Lane, Professor, Health and Wellness
Ph.D., University of California at San
Francisco and Berkeley, 1988

Eileen Lantier, Associate Dean, Associate
Professor, Health and Wellness
Ph.D., Syracuse University, 1992

Janel Leone, Assistant Professor, Child and
Family Studies
Ph.D., Pennsylvania State University, 2003

Tracey Marchese, Professor of Practice,
Social Work
M.S.W., Rutgers University, 1993

Mary Ann Middlemiss, Associate Professor,
Health and Wellness
Ph.D., Syracuse University, 1987

Mona Mittal, Assistant Professor, Marriage
and Family Therapy
Ph.D., Texas Tech University, 2002

Deborah Monahan, Professor, Social Work
Ph.D., University of Arizona, 1985

Robert Moreno, Associate Professor, Child
and Family Studies
Ph.D., Stanford University, 1995

Nancy Mudrick, Professor, Social Work
Ph.D., Brandeis University, 1976

Diane Murphy, Dean, College of Human
Ecology; Associate Professor
Ph.D., Syracuse University, 1983

Lutchmie Narine, Associate Dean, Associate
Professor, Chair, Health and Wellness
Ph.D., University of Toronto, 1993

Gina Pauline, Assistant Professor, Sport
Management
Ed.D., Ball State University, 2006

Jeff Pauline, Assistant Professor, Sport
Management
Ed.D., West Virginia University, 2001

Jennifer Propp, Assistant Professor, Social
Work
Ph.D., University of Kansas, 2004

Sudha Raj, Assistant Professor; Graduate
Program Director, Nutrition Science and
Dietetics
Ph.D., Syracuse University, 1991

Kamala Ramadoss, Assistant Professor,
Child and Family Studies
Ph.D., Purdue University, 2008

Rachel Razza, Assistant Professor, Child and
Family Studies
Ph.D., Pennsylvania State University, 2005

Jaipaul Roopnarine, Professor, Jack Reilly
Professor of Child and Family Studies
Ph.D., University of Wisconsin, 1980

Patrick Ryan, Instructor, Sport Management
B.S., State University of New York at
Geneseo, 1975

Sarah Short, Professor, Nutrition Science
and Dietetics
Ph.D., Syracuse University, 1975

Carrie Smith, Associate Professor, Director,
Social Work
D.S.W., Howard University, 1998

Kay Stearns Bruening, Associate Professor,
Chair, Nutrition Science and Dietetics
Ph.D., New York University, 1997

Linda Stone Fish, Professor, Marriage and
Family Therapy
Ph.D., Purdue University, 1985

Maureen Thompson, Associate Professor,
Health and Wellness
Ph.D., Syracuse University, 1990

Michael Veley, Professor of Practice, Chair,
Sport Management
M.P.S., Cornell University, 1983

Long Wang, Assistant Professor, Nutrition
Science and Dietetics
Ph.D., Purdue University, 2007

Dyane Watson, Instructor, Marriage and
Family Therapy
Ph.D., Michigan State University, 2007

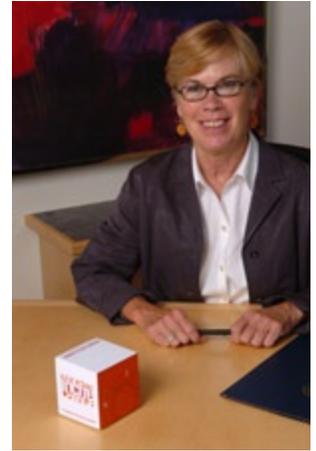
School Of Information Studies

Liz Liddy, Dean
Hinds Hall
ischool.syr.edu

About The School

The School of Information Studies is the Original Information School in the nation. It is a leading center for innovative programs in information policy, information behavior, information management, information systems, information technology and information services. The nationally ranked school (U.S. News and World Report) has professional degree programs at the undergraduate and master's levels and research and professional degrees at the doctoral level. The school offers its master's and graduate certificate programs in campus and online formats.

Our approach stands out from other institutions that offer computer science, management, information science, and related programs in that our focus is on users and user information needs as a starting point for integrating information and information technology into organizations. The faculty combines expertise in information systems, linguistics, computer science, library science, education, business management, school media, digital literacy, management information systems, telecommunications, wireless and emerging technologies, and communication. The faculty are very active in research topics that reflect their diverse intellectual backgrounds and interests.



The Central Themes of the School of Information Studies

Five basic themes express the school's research and teaching mission. These themes define our vision of the information field and provide a focus for both the design of our curriculum and our sponsored research.

The Interrelationship Among the Five Central Themes of the School of Information Studies:

- **Information and Telecommunications Management** considers information and technologies within organizational contexts.
- **Information in the Marketplace** relates how organizations interact with each other and exchanging information and products.
- **Information Representation and Retrieval** forms the building blocks of information systems as well as the processes necessary to enable humans to access and use information.
- **Human-Information Interaction** focuses on people and how the individual or group seeks and uses the products of information representation and retrieval.
- **Information and Society** considers the implications and issues for culture and society of the broad scope of information systems and technologies.

The School of Information Studies offers the following degree programs:

Undergraduate

- Bachelor of Science in Information Management and Technology
- Dual Major in Information Management and Technology and Whitman School of Management
- Dual Major in Information Management and Technology and Newhouse School of Public Communications
- Minor in Information Management and Technology
- Minor in Global Enterprise Technology

Graduate

- Master of Science in Library and Information Science
- Master of Science in Library and Information Science, School Media Specialization
- Master of Science in Information Management
- Master of Science in Telecommunications and Network Management
- Executive Master of Science in Information Management
- Ph.D in Information Science and Technology
- Professional Doctorate in Information Management

The School of Information Studies also offers Certificates of Advanced Study in the following areas:

- Cultural Heritage Preservation
- Digital Libraries
- eGovernment Management and Leadership
- Information Security Management
- Information Systems and Telecommunications Management
- School Media

Message From The Dean

Elizabeth D. Liddy

The greatest challenge facing us in our increasingly digital world is the potential for the wealth of information that now exists to create a poverty of attention. We as a society need to better organize, represent, locate, and provide information efficiently and effectively, or risk being consumed by this overabundance of information. That's where the Syracuse University School of Information Studies (iSchool) makes one of its most significant contributions.

We connect people to the information they seek so they can make the best decisions for their organizations—whether their business is commerce, government, entertainment, communications, medicine, education, or human services. All of these organizations make decisions and take actions based on the information that is known. Our graduates ensure that they have the most accurate and appropriate information from which to base those decisions.

Our expertise in information management is attracting the attention of companies as well as governments and organizations around the globe that compete to recruit our graduates. For instance, financial services giant, JPMorgan Chase, initiated a collaboration with Syracuse University, partly because of the iSchool's No. 1 ranking in information systems and excellent reputation across all of its programs. Our faculty members are now working with JPMorgan Chase leadership to craft a world-class enterprise information technology curriculum as well as develop research projects that maximize our faculty members' expertise on issues important to JPMorgan Chase, including green data centers, global collaboration, and identity management and access control. We have similar ties with a range of corporations and industries.

We educate our library and information science students to take leadership positions in and to develop forward-looking policies and guidelines for libraries and other organizations. Our school media faculty members and graduates are changing policies to improve the quality of education and to motivate learning in students of all ages. Our faculty and alumni of the telecommunications and network management program are reshaping Internet governance and telecommunications policies around the globe, securing our networks and information systems, and expanding access to information communication and technology through innovative product design and implementation.

Our faculty members are masters of many academic fields and work across traditional disciplinary lines, and they teach our students to do the same. This unified diversity is the strength of the school as well as of the information field itself. The information profession is the field of the future, and we invite you to become part of this future. Let us provide you with the skills to achieve positive change at the intersection of management, technology, and people.

Join us!

Vision And Values

The School of Information Studies, established in 1896 and renamed as the first Information School in 1974, has a long tradition of leading innovation and change. Our ideals and values are the foundation for our success.

Our Vision

To expand human capabilities through information.

What matters is that we make a difference in everything we do, and that this difference is a positive one affecting individuals, organization, and ultimately society. We intend to add value to society through education and through the information, systems, and services we help to create. We pledge to do this ethically, competently, professionally, with respect for the individual, and with passion.

Our Values

- **Inquiry.** We are dedicated to exploration. Exploration and innovation are critically important to the information field and a vital part of our school. We share the university's vision of being a leading student-centered research university by dedication to being a student-centered research college. We promote this aim through discovery, development, application, integration, and active learning.
- **Individuality.** We are committed to the individual. High-performance organizations are composed of high-performance individuals. Our faculty, staff, students, and partners are risk takers who have a high tolerance for ambiguity. While we value our work together in a highly spirited team atmosphere, we value the individual, and respect individuality as such. Our organizational norms dictate that we are relentless in attacking problems, but supportive in valuing individual differences.
- **Diversity.** We are intellectually diverse. Complex problems require multidimensional and interdisciplinary analysis and solutions. The school fosters a multiplicity of "voices" addressing the important areas of teaching and research in the information field. The school seeks faculty from many related disciplines who respect a diversity of opinion and perspective, and thrive on the tension of discussion and debate.
- **Adaptability.** We are adaptive and able to evolve. Today's competitive, complex, and ever-changing environment requires innovation, flexibility, and rapid responses. Our initiatives and developmental processes are driven by a Do-Learn-Revise model. This model encourages entrepreneurship and risk-taking, celebrating success as a community achievement and embracing challenge as a learning opportunity.
- **Unity.** We are a faculty of one. The faculty sits as a whole, not as individuals or groups who represent one specific program in which they teach or ascribe affiliation. Students and faculty are challenged to benefit from the paradox of a single information field manifested in many professional expressions. Students and faculty learn from each other by shared intellectual experiences and by appropriate curriculum integration across the degree programs.
- **Continuity.** We are an enduring organization. With over a century of innovation and leadership behind us, the school makes an enduring contribution to our field. In building our school we concentrate on building an enduring organization that goes beyond the influence of any particular dean or member of the faculty.

Our Goal

To transform the information field through leadership in research, development, and education.

Our Points of Distinction

- whatever we do, we do through information and for people
- through information we transform individuals, organizations, and society
- we recognize that information technology and management processes are means and not ends

iSchool iCaucus

We are a founding member of the iCaucus, an educational organization consisting of deans from a growing number of leading information schools across the globe who have joined together to build awareness of, support for, and involvement with the information field.

Research Centers

Many of the faculty conduct their research individually and in small, flexible, interdisciplinary teams. For certain specialized areas and cross-unit collaborations, however, research centers and laboratories provide a venue that supports long-term commitment to a particular research area. The following research centers and laboratories are located in the school:

- **Center for Digital Literacy** CDL is an interdisciplinary, collaborative research and development center at Syracuse University dedicated to (1) understanding the impact of information, technology, and media literacies on children and adults (particularly those from underserved populations) in today's technology-intensive society and (2) studying the impact having or not having these literacies has on people, organizations, and society.
- **Center for Convergence and Emerging Network Technologies** CCENT The mission of CCENT is to understand the future of networking technologies, and to engage students, faculty and industry in the process of defining and shaping that future. CCENT currently has setup four

testbeds for studying emerging network technologies, including wireless networking, network security, unified communication systems, Internet protocol version 6.

- Center for Information and Systems Assurance and Trust Established in June 2009, CISAT promotes the exploration of new ideas in information and systems assurance and trust by bringing together faculty from seven schools and colleges at Syracuse University: the School of Information Studies, L.C. Smith College of Engineering and Computer Science, College of Law, Maxwell School of Citizenship and Public Affairs, Newhouse School of Public Communications, Whitman School of Management, and the College of Arts and Sciences, who share a common vision of improving society through the creation of trustworthy systems.
- Center for Natural Language Processing CNLP advances the development of human-like language understanding software capabilities for government, commercial, and consumer applications.
- Center for Research on Collaboratories and Technology Enhanced Learning Communities Cotelco is a social science research center organized to explore the socio-technical infrastructure required to support geographically distributed collaboration and knowledge work, particularly between developed and developing countries.
- Information Institute of Syracuse IIS is a long standing research center in the areas of education, technology and librarianship. Its projects bring together universities, government agencies, and private enterprises to promote easy access to high quality educational information to a diverse user population.
- Library Game Lab of Syracuse This research lab explores the intersection of games and libraries, and provides advice to librarians about the most appropriate gaming activities for different demographic groups and library goals and provide advice to the gaming industry about the needs of libraries and schools regarding gaming.
- StudyResponse Center for Online Research SCOR facilitates online research for behavioral, social, and organizational science researchers by distributing email participation requests to adult research participants. The project accumulates the characteristics and outcomes across research studies in order to explore the features of studies that encourage quality responding.

Our faculty members embrace innovation and entrepreneurial thinking in their research. Learn more about our entrepreneurial research and [Syracuse Student Start-Up Accelerator](#).

Hinds Hall--Academic Facilities

Hinds Hall, located on the Main Campus Quad, is the new home of the School of Information Studies. This four-story, 48,000 square-foot building showcases the latest in technology and design, including collaborative work rooms, state-of-the-art classrooms, research centers, and a student lounge with hospitality bar. Equipped with high-performance wireless networking, the new facility supports virtual collaborations with global partners and includes an enhanced computer laboratory infrastructure with four main labs:

- **The iLab**—Accommodating up to 40 students, this is the signature computer lab, featuring dual 19-inch display screens for increased productivity in a variety of computer applications.
- **iTELL** (Information Technology Experiential Learning Lab)—Students get hands-on experience working with the latest telecommunications equipment on their own servers and networking devices in the iTELL Data Center.
- **iSysLab** (Information Systems Lab)—Dedicated to the iSchool's more technical classes, this lab features a variety of hardware and software for students to use.
- **Innovation Studio**—This multi-purpose, highly reconfigurable 1,000-square-foot space is modeled after an artist's studio to promote collaboration, idea generation, and rapid prototype development for student and faculty teams. A video studio with editing bays is attached.

Check out our modern classrooms and collaboratories/meeting rooms. Or take a tech tour of Hinds Hall.

Hinds Hall marks the first time one building has been used solely to house the School of Information Studies. The groundbreaking occurred in Summer 2003, and the entire building was gutted and redesigned. Working closely with iSchool leadership and J.D. Taylor Construction of Syracuse, Ashley McGraw Architects transformed the 53-year-old building into a sleek, modern space that supports an open exchange of ideas and information. Natural wood and earthy red accents balance the exposed infrastructure, brushed aluminum window frames, and steel accessories, much like the iSchool's curriculum blends technological training with an understanding of human needs and behaviors.

The School of Information Studies' new home in Hinds Hall received a [2008 American Institute of Architects Central New York Chapter Citation Award](#) for the redesign and renovations conducted by Ashley McGraw Architects of Syracuse.

Graduate Education

At the School of Information Studies (iSchool), we view information as a resource that can and should be managed. We seek ways to use existing and emerging technologies to facilitate the efficient transfer of information from corporate files, libraries, or computer storage devices to the people and organizations needing it. As a professional school, the School of Information Studies prepares graduates for careers as managers and information professionals who will oversee the development and use of this resource.

Information studies must also consider the rapid changes in computer and telecommunications technologies that have profoundly affected the way information is stored, processed, and transmitted. And, because we believe that information is to be used, information studies must include aspects of the social sciences in order to temper technical knowledge with a thorough understanding of how people and organizations seek and use information.

The iSchool at Syracuse is committed to preparing technically sophisticated information managers who understand that information is an essential resource for people and organizations that must be used and managed effectively. As the first school in the country to offer a master's degree in information management, Syracuse University is a leading center in defining both the theory and practice of information management and is ranked No. 1 in information systems by *U.S. News & World Report*.

ADMISSION

In reviewing applications, all elements are weighed: references, educational record, test scores, honors, work experience, and especially the statement on academic plans. For example, GRE scores below what are normally expected might be balanced by significant work experience or a strong undergraduate record. More than anything else, the school looks for clues that indicate that the applicant will be able to participate successfully in a rigorous yet flexible program, perform well within the broad context of the information profession, and conduct research of significance to the information field.

Students who have graduated from the school's bachelor of science in information management and technology program may petition to waive up to 6 credits in a master's degree program in the school.

GRADUATE AWARDS

In addition to aid offered by the Office of Financial Aid, graduate scholarships and graduate research and teaching assistantships are available in the School of Information Studies.

Application for these awards from the School of Information Studies should be made by February 15 for the fall semester. Check the proper place on the

application for admission. Applications are considered by the financial assistance committee of the School of Information Studies.

RESEARCH

The iSchool at Syracuse faculty members engage in research that makes a positive contribution to individuals, organizations, and ultimately society. They strive to add value to society through their roles as teachers and as innovators of new information, systems, and services. Each year, faculty members receive more than \$5 million in funding from such federal agencies as the National Science Foundation, National Institutes of Health, the Department of Defense, the Institute for Museum and Library Services, as well as such prestigious foundations as Ford, Robert Wood Johnson, Andrew W. Mellon, and Robin Hood. At the international level, several faculty members have served as consultants to governments, global companies, and United Nations agencies.

Faculty members investigate such topics as digital literacy, emerging network technologies, new roles of librarians, project management, wireless technologies, natural language processing, information security and systems assurance, open source development, information retrieval, social implications of technologies, information policies and Internet governance, e-government, collaborative information and communication technologies, media convergence, e-business, and web design and development. Faculty members cross disciplinary boundaries to integrate the common elements of these areas, often through the work conducted at one of the school's research centers.

CIO University

The iSchool is one of only six academic partners in the U.S. General Services Administration's CIO University. As a founding partner, we offer graduate level programs that directly address more than a dozen core competencies that have been identified for federal sector Chief Information Officers. All of the iSchool's students who graduate from our Executive Master's in Information Management program qualify to receive a chief information officer certificate from CIO University when they graduate. This diploma enables our graduates to hold leadership positions within the federal information technology community.

National Defense University Partnership

The iSchool is the original academic partner that was selected in 1998 by the National Defense University's (NDU) Information Resources Management College (IRMC) to offer graduates of certain NDU programs advanced standing in our M.S. in Information Management program.

Center of Academic Excellence in Information Assurance Education and Research

The National Security Agency and the Department of Homeland Security have designated Syracuse University as a national Center of Academic Excellence in Information Assurance Education and a Center of Academic Excellence in Information Assurance Research (CAE). To be named a CAE, an institution must meet course standards defined by the Committee on National Security Systems' Information Assurance Courseware Evaluation Program. As a certified institution, Syracuse University complies with all requirements that apply to specific course instruction and meets the national training and education standards for a variety of information security positions.

ONLINE COURSE DELIVERY

Since 1993, the iSchool at Syracuse University has been offering high quality graduate level online learning opportunities to students around the world. Each year, students representing a broad range of professional, cultural, and academic experiences; ages, and geographic locations join iSchool distance education programs. With limited residencies and asynchronous course delivery, students can learn virtually anytime, anywhere, earning a Syracuse University degree with flexible study schedules and no need to relocate.

The iSchool is dedicated to ensuring equality in campus and online learning programs. Graduates emerge prepared to excel in the information profession of their choice.
Programs

All master's and certificates of advanced study programs offered by the School of Information Studies can be completed on campus or in the online/distance learning format. Each distance program has the same curriculum, faculty, academic calendar, and tuition as their respective campus program. Online courses are of the same academic rigor as on-campus courses, and every effort is made to ensure that the academic experience is of equally excellent quality for both distance and campus students. The only difference is the delivery mode.

Graduates of the School of Information Studies distance programs receive the same degree as their campus counterparts. Degrees are accredited by Middle States and the American Library Association (ALA)* regardless of the format used to complete the coursework.
(*MSLIS, MSLIS School Media only)

The distance format allows students with life commitments such as full-time jobs, family responsibilities, or intensive travel schedules to earn a graduate level degree or certificate from Syracuse University with the flexibility of anytime/anywhere learning.

Students in the online learning programs come from across the United States and from several other countries. They range in age from their 20s through their 60s. Many are already working in the information field, but some are looking for a career change. The rich backgrounds of the students make each incoming class a dynamic group.

Residency Requirements

The iSchool's limited required residency format offers a unique opportunity for those who live outside the Syracuse area or who have schedules that don't allow them to attend campus-based courses. All distance students enrolled in a non-executive master's program begin their first year of study with a week-long residency on the Syracuse University campus in July. Although optional elective courses may have additional residency requirements, MSLIS students may choose to complete all remaining degree requirements online.

During the residency, students will:

- Complete the first four credits of their program
- Become familiar with the iSchool Learning Management System (LMS), the courseware tool used for most online courses at the School of Information Studies
- Get to know School of Information Studies faculty and staff
- Meet other distance and campus-based students
- Attend an advising session

Academic Programs

The following programs are offered in a distant format:

- Master of Science in Library and Information Science
- Master of Science in Library and Information Science, School Media Specialization
- Master of Science in Information Management
- Master of Science in Telecommunications and Network Management
- Certificate of Advanced Studies in Information Systems and Telecommunications Management
- Certificate of Advanced Studies in Information Security Management
- Certificate of Advanced Studies in School Media
- Certificate of Advanced Studies in Digital Libraries
- Doctorate of Professional Studies

The Helen Benning Regnier Summer Institute for Leadership and Change in an Information Society

The Helen Benning Regnier Summer Institute on Leadership and Change offers information professionals an opportunity to gain new knowledge and skills in three critical areas: leadership development and management; technology applications; and user services. The institute's flexible structure enables the iSchool to offer special topics, experimental, and intensive courses for incoming and current students as well as working professionals looking to brush up their skills.

The Regnier Institute's instructional team—a combination of outstanding faculty members from the iSchool at Syracuse and renowned workshop leaders—is professionally committed to linking theory with practical methods and strategies. The team shares a common vision of the active and central role of information in our present and future world.

Participants have the option of registering for short intensive, on-campus courses for credit or audit on campus, online, or in a limited residency format. 500-level courses can be taken for undergraduate or graduate credit. 600- and 700-level courses may be taken for graduate credit only. Most campus courses meet in an intensive 9 a.m. to 5 p.m. format, and online courses meet asynchronously via our Learning Management System courseware over several weeks.

On-campus and distance learning students may take elective courses, with their advisors' approval, through the Summer Institute.

Executive Education

The School of Information Studies is dedicated to expanding the capabilities of people who are at all stages in their professional development. The executive education programs at the iSchool focus on preparing mid- to upper-level managers for senior leadership positions and for advancing their organizations to new tiers of achievement.

The iSchool offers a variety of programs for working professionals looking to boost their careers—through a formal degree program, certificate of advanced study programs, certification programs, or short topic-driven seminars, workshops, symposia, or similar event-based experiences. This range of options allows individuals to choose brush up on their skills or delve into a subject area more intensively. Our executive education programs can be completed online or on campus on a full-time or part-time basis.

Programs created specifically for the executive track include:

- **Executive M.S. in Information Management**--The selective, 30-credit hour Executive Information Management (IM) program combines technology, policy, security, and management. The program's unique curriculum and experiential learning opportunities shape students' understanding of technology and management with a practical understanding of their roles within organizations. The distinctive educational program has earned domestic and international recognition and praise.
- **Executive Doctorate in Information Management**--The 51-credit, limited residency Doctorate of Professional Studies in Information Management prepares executives to be the catalyst for positive change within their organizations. Senior managers and executives in business, public administration, military, and other industries need proven governance and decision-making skills and the ability to empirically and critically evaluate processes and technologies. Mid-career professionals who graduate from the Executive Doctorate program have the expertise and capacity to lead their organizations to the next level.

The iSchool at Syracuse is committed to helping organizations and their employees achieve life-long learning goals, and in finding ways to keep an organization's knowledge and skills up-to-date. Since many of the iSchool faculty members are experienced in business, they know that balancing a career and life can be a challenge. So, they can work with your organization in several ways at all degree levels:

- Numerous Weekly and Evening Classes
- A Complete Online Curriculum Alternative
- Consideration for Life Experience
- Custom Non-Credit Workshops
- Professional Certifications

The iSchool assists companies in meeting long-term industry challenges by developing new courses in innovative subjects or delivery methods unique to specific companies.

Academic Offerings

Certificate Of Advanced Study In Cultural Heritage Preservation

Kenneth Lavender, 245 Hinds Hall, 315-443-6890, klavende@syr.edu; ischool.syr.edu/culturalheritage

The Certificate of Advanced Study in Cultural Heritage Preservation is a 15-credit hour, graduate-level certificate designed for students currently pursuing another graduate degree or as post-baccalaureate work.

Recipients of the Cultural Heritage certificate are provided with an interdisciplinary grounding in the preservation of cultural heritage. This includes opportunities to focus on such areas as:

- the application of digital approaches to heritage preservation;

- the basics of historic site preservation;
- the management and interpretation of cultural resources;
- and the collection, preservation, and curation of archaeological artifacts, archival materials, ethnographic data, and museum collections.

The certificate program is intended to prepare students to work with organizations such as libraries, museums, National Parks, and State and local agencies in preserving cultural resources.

The Certificate of Advanced Study in Cultural Heritage Preservation requires the completion of 15 credits: 3 units of required courses, 6-9 units of elective courses, 3-6 units of internships.

Because students enter the program with different educational and experiential backgrounds, they will work with program advisors to determine the most appropriate ratio of coursework to internships.

Curriculum

Required Course (3 credits)

IST 622 Introduction to Cultural Heritage Preservation

Electives (6-9 credits)

Students will complete three of the following elective courses. At least two of the three courses must be from outside of the student's primary program of study:

ANT 644 Laboratory Analysis in Archaeology
 ANT 682 Life Histories/Narratives
 ANT 645/NAT 645 Public Policy and Archaeology
 ANT 461/ANT 661/NAT Museums and Native Americas
 ANT 781 Ethnographic Methods

IST 616 Information Resources: Organization and Access
 IST 624 Preservation of Library and Archival Collections
 IST 628 Management and Organization of Archival Collections
 IST 632 Management and Organization of Special Collections
 IST 677 Creating, Managing, and Preserving Digital Assets

MUS 500 Museums & Contemporary Practice
 MUS 506 Introduction to Curatorship
 MUS 607 Collections Management
 MUS 703 Advanced Curatorship

With consent of program advisors, a student may petition to substitute other courses for elective credit towards the CAS.

Internship (3-6 credits)

Two 150-hour internships are also required.

Students will work at an institution, agency, or community organization for two 150-hour internships.

These may be at the same organization or at two different organizations, but should be completed in different semesters. Students will report to both an on-site supervisor and a faculty internship advisor during the process, and the on-site supervisor will evaluate the student's activities at the end of each semester.

The faculty internship advisor can be a faculty member from Information Studies, Museum Studies, or Anthropology. The internships may be taken either as ANT 670, or IST 971, or upon approval of the appropriate program advisor. By petition, the student may receive 150 hours of credit upon completion.

Summation

In their final semester students will:

- 1) Bring together documentation (e.g., papers, internship projects, presentations) into a portfolio that will adequately present their accomplishments and contributions during their course of study and internship experiences and;
- 2) write a paper reflecting on their education and preparation for a professional position.

This summation is a requirement for the completion of the CAS degree.

Certificate Of Advanced Study In Digital Libraries

Contact Jian Qin, 245 Hinds Hall, 315-443-2911, dlibcas@syr.edu; ischool.syr.edu.

The Digital Libraries Certificate of Advanced Studies (CAS) program prepares students to be leaders in the library and information profession. Organized collections of digital information—whether text, images, numbers, or sound—are fast becoming society's new libraries, places to go for organized information on a wide variety of topics. These new digital "libraries" are springing up in many organizational structures and under many auspices including, but not limited to, established libraries. Calling these digital collections "libraries" draws attention to components that organize the collections and services that contribute to their use. This certificate can be tailored to meet the needs of those who want to work with organizing and managing collections of digital information, either within or outside of established libraries.

Development of digital libraries is moving rapidly. Challenges exist that will make the arena of digital libraries a fertile environment for innovation and creative implementation for many decades. These challenges include technical and information architecture, metadata, optimal retrieval engines, user-friendly design and display of information, data warehousing, archiving and preservation, and machine and human mediated services for using the collections.

Three themes run throughout courses in the Digital Libraries program:

- Focus on users
- Effective management of information and information organizations
- Appropriate and effective use of information technologies

The Certificate of Advanced Studies is offered in campus and distance learning formats to full-time or part-time students.

CAS in Digital Libraries Curriculum To earn the CAS in Digital Libraries, you must complete 18 credits, including three required core courses and three additional elective courses. The core courses cover the basics of creating and managing digital libraries and the electives allow students to tailor their program to their interests.

Core Courses (9 credits)

The 9-credit core provides a foundation for further study and encompasses essential professional concepts and competencies. The following are the required core courses:

IST 676 Digital Libraries
IST 677 Creating, Managing, and Preserving Digital Assets
IST 759 Planning and Designing Digital Library Services

Electives (9 credits)

Electives allow students to extend their core knowledge and skills in directions of their choice. Students choose from the following recommended online or campus courses or from approved courses offered during the Regnier Summer Institute.

IST 553 Information Architecture for Internet Services
IST 558 Technologies in Web Content Management
IST 565 Data Mining
IST 600 Licensing Digital Information: An Introduction
IST 600 Scientific Data Management
IST 631 Theory of Classification and Subject Representation
IST 637 Digital Information Retrieval Services
IST 638 Indexing and Abstracting Systems and Services
IST 639 Enterprise Technologies
IST 641 User-Based Design
IST 645 Managing Information Systems Projects
IST 649 Human Interaction with Computers
IST 653 Introduction to Telecommunications and Network Management
IST 657 Basics of Information Retrieval Systems
IST 659 Data Administration Concepts and Database Management
IST 662 Instructional Strategies and Techniques for Information Professionals
IST 667 Information Technology for Libraries and Information Centers
IST 681 Metadata
IST 769 Advanced Data Administration Concepts and Database Management

Earn a master's degree

Participants in the certificate program have the option of applying these graduate credits toward a master's degree offered at the School of Information Studies. All 18 credits completed for the certificate can be included in the 42-credit requirement Master of Science in Information Management or 36-credit Master of Science in Telecommunications Management. Selective credits may be applied to the 36-credit Master of Science in Library and Information Science.

Certificate Overview

E-Government Management and Leadership

The E-Government Management and Leadership Certificate of Advance Study is a 12-credit graduate-level certificate designed for students currently pursuing another graduate degree or as post-baccalaureate work. The CAS is organized by two broad thematic areas: 1) leadership and management of information and communication technology applications found in public organization E-government systems, and 2) technical design aspects of E-government in public organizations. There are two required courses for this degree: IST 711: Electronic Government, Concepts and Practice and PPA 895: Executive Education Seminar, Managerial Leadership. Through careful advisement, students will select two additional courses offered in either the iSchool or Maxwell School based on their prior education and experience as well as professional needs. The certificate program is intended to prepare students to lead and manage e-government applications in complex public and private sector organizations.

M.S. In Information Management

Contact David Dischiave, 245 Hinds Hall, 315-443-2911, ddischia@sy.edu; ischool.syr.edu.

New information and Internet-based technologies are revolutionizing the structure and operation of organizations to enable integrated business processes. Corporate profitability and effective delivery of public services are at stake. Staying competitive and productive in business and government demands a strategic response to the changes and innovations evolving from the computer, communications, and information processing industries.

The Master of Science in Information Management (IM) is designed to prepare students to respond to four basic challenges confronting organizations today:

- increasing the productivity and creativity of managers and executives who work with information resources;
- planning the effective use of information and communication technologies within organizations;
- developing corporate and government policies to maximize the benefits resulting from the widespread use of these technologies; and
- improving the strategic use and management of information resources in business, government, and nonprofit organizations.

The iSchool at Syracuse University is a leading center for defining both the theory and the practice of information management. Like the school itself, the IM program is interdisciplinary in focus, combining expertise in the strategic management of information resources, organizational psychology, human-computer interaction, information economics, telecommunications policy, e-business, information technology, as well as data management and retrieval.

Professional Values and Competencies

IM graduates acquire managerial and organizational skills, interpersonal and communication skills, broad business knowledge, end-user computer skills, and the strategic vision to integrate business and information technology planning.

Professional Values The IM program exposes students to the professional values shared by the School of Information Studies.

- Whatever we do, we do through information and for people.
- Through information we transform individuals, organizations, and society.
- We recognize that information technology and management processes are means and not ends.

Learning Outcomes IM graduates have a diverse set of skills that enable them to participate at all levels of information technology management. They are expected to acquire competencies in the following:

- *Management of Technology* Students will be able to integrate technical and solution development concepts with the principles of management, strategy, and financial analysis. Students will be able to apply these concepts in the analysis of complex management case studies and problems. Students will be able to analyze, compare, evaluate, and clearly articulate the relative value of IT investment alternatives.
- *Management of Solution Development* Students will achieve a deep level of knowledge and comprehension of the disciplines used in the development of information system solutions. These disciplines include systems analysis and design, project management, IT procurement, and user analysis. Students will develop the ability to apply these disciplines to the solution of organizational and business problems.
- *Technical Knowledge* Students will achieve deep technical knowledge and comprehension about key information and communication technologies, including database management systems, networks, operating systems, information security, and Internet technologies. Students will develop the ability to apply these technologies to solve information problems at the individual and organizational levels.
- *Environmental Context of IM* Students will achieve a deep level of knowledge and comprehension of the environmental forces that affect the application of IT solutions. Such forces include demographic, social, economic, and ethical factors, as well as local, national, and international information policy and regulation.
- *Evolution of the IM Field* Students will achieve a deep knowledge and comprehension of the history and current state of the management of information technology. Students will be able to use this knowledge to create and evaluate plausible scenarios for the future evolution of technology and the field.
- *Professional Communication Skills* Students will achieve knowledge and comprehension of the principles, norms, and practices governing professional communication in their field. Students will demonstrate the ability to apply these principles in developing and delivering effective professional communications.
- *Leadership and Teamwork Development* Students will develop knowledge and comprehension of the principles of leadership, followership, and effective collaboration. Students will be able to apply these concepts and demonstrate effective collaboration skills.
- *Information Literacy, Analysis, and Problem Solving* Students will achieve knowledge of the important sources of professional information in their field. They will demonstrate the ability to find, organize, manage, evaluate, and use information resources effectively for the solution of professional problems.

Curriculum Requirements The 42-credit curriculum includes a 10-credit primary core requirement, a 15-credit secondary core requirement across three core areas, 8 to 14 credits of electives, and a 3 to 9 credit exit requirement. Some requirements can be waived on the basis of the student's professional full-time work experience (see Waiver Policy below). The master's degree program must be completed within seven years although most students complete the degree in two years. The program is available to part-time and distance students and can be completed at the student's own pace through evening, short courses, and online delivery.

The program includes three components:

(1) *Primary core* (10 credits)

IST 601 and IST 621 must be taken the first semester of the student's program.

- IST 601 Information and Information Environments (1 credit)
- IST 614 Management Principles for Information Professionals
- IST 618 Survey of Telecommunications and Information Policy
- IST 621 Introduction to Information Management: Concepts, Contexts, and Career Options (gateway course)

(2) *Secondary Core* (15 credits)

Management Approaches and Strategies Track (6 credits)

- IST 619 Applied Economics for Information Managers
- IST 645 Managing Information Systems Projects

Technological Infrastructure Track (6 credits)

- IST 639 Enterprise Technologies
- IST 653 Introduction to Telecommunications and Network Management
- IST 656 Telecommunications and Information Network Technology
- IST 659 Data Administration Concepts and Database Management

User Information Needs Track (3 credits)

- IST 553 Information Architecture for Internet Services
- IST 617 Motivational Aspects of Information Use
- IST 626 Business Information Resources and Strategic Intelligence

IST 631 Theory of Classification and Subject Representation
IST 641 User-Based Design
IST 649 Human Interaction with Computers
IST 656 Telecommunications and Information Network Technology
IST 662 Instructional Strategies and Techniques for Information Professionals

(3) *Electives* (8 to 14 credits)

All iSchool courses are acceptable electives. In addition, with the approval of their academic advisors, students are allowed to take certain courses from other schools at Syracuse University (such as the Whitman School of Management and the L.C. Smith College of Engineering and Computer Science) as electives toward their MS/IM program.

(4) *Exit Requirement* (3 to 9 credits)

IST 755 is the capstone course and must be taken after the completion of IST 614 and at least 24 credits in the degree program. For students with little or no appropriate experience as information professionals, students must register for at least 3 credits and no more than 6 credits of internship or cooperative education credits.

IST 755 Strategic Management of Information Resources (capstone course)
Internship: 3 to 6 credits

Waiver Policy Students with more than one year of full-time professional experience in the information technology field may waive the internship requirement with no reduction in credits required for the IM degree.

Specializations Offered in the Master of Science in Information Management

The information management field is continually changing and evolving. The Master of Science in Information Management (IM) program provides well-rounded advanced-level preparation for information management professionals. In order to better serve students' specific academic and professional interests, focused specializations that complement the degree curriculum are also offered. The following specializations add value to students' educational experience by allowing and encouraging them to establish an even more in-depth knowledge base and appreciation as well as concentrate on job market preparation:

- Data Management
- Electronic Business
- Electronic Government
- Information Security
- Information and Telecommunication Policy
- Project Management and Resource Planning
- Human-Computer Interaction

Courses required for the specializations are intended to supplement and strengthen students' knowledge acquired through the existing primary and secondary core courses in the IM program instead of substituting for the latter.

Data Management Specialization of Study

The specialization in data management (DM) provides students with a greater level of understanding and competence in public and private sector best practices of managing and presenting data to include relational and object-oriented approaches to archiving, retrieving, and protecting information, as well as web-based user interfaces and geospatial information systems.

To complete the DM specialization, students in the IM degree program must take the two required courses (*) from the list below. In addition:

- Students in the Main Campus IM program must then take two more courses from the list.
- Students in the mid-career IM program offered in Washington, D.C., must take one more course from the list.
- Students in the Maxwell School MPA or Executive MPA graduate program who want the DM specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

IST 565 Data Mining
IST 631 Theory of Classification and Subject Representation
IST 659* Data Administration Concepts and Database Management
IST 724 Database Security
IST 769 Advanced Data Administration Concepts and Database Management

Coursework targeted directly for preparation for the following DM-related positions:

- Database Administrator/Analyst/ Developer/ Consultant/Researcher
- Database Marketing /Data Mining/ Business Intelligence Analyst
- Information Structure/Database Architect

Core competencies expected, and often required, in DM-related positions:

- Proficiency in SQL, ACCESS, MS SQL Server, Oracle (or similar) as well as general knowledge of relational and object-oriented database technology.
- Understanding of current approaches to data modeling (tools such as ER-Win and Rational Rose), data mining, knowledge warehousing, data mart.
- Ability to utilize enterprise architecture concepts to evaluate and develop data standards and related processes, especially expertise in XML.
- Strong competency in systems development lifecycle methods for various data management requirements (both relational and object-oriented approaches).
- Competency in web-based data structure, storage, retrieval, management, and front-end integration.
- Strong analytical skills and hands-on experience in utilizing analytical tools supporting database marketing/market research (such as SPSS, SAS, Clementine) are highly desirable.

E-Business Specialization of Study

The specialization in electronic business (EB) provides students with a greater level of understanding and competence in private sector strategies and approaches to conducting online commerce.

To complete the EB specialization, students in the IM degree program must take the two required courses for the respective specialization from the list below. The two EB required courses are indicated by one asterisk (*). In addition:

- Students in the Main Campus IM program must then take two more courses from the list.
- Students in the Executive IM degree program must take one more course from the list.
- Students in the Maxwell School MPA or Executive MPA graduate programs who want the EB specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required courses, plus one more course from the list.

IST 600	Social Media
IST 553	Information Architecture for Internet Services
IST 619	Applied Economics for Information Managers
IST 642*	Electronic Commerce
IST 679*	Electronic Commerce Technologies
IST 683	Managing Information Technology-Enabled Change
IST 775	Information Industry Strategies

Coursework targeted directly for preparation for the following EB-related positions:

- e-Business Analyst/Consultant/Project Manager
- e-Business Application Developer/Web Site Developer/Infrastructure Architect
- MIS Specialist/Manager/Director

Core competencies expected, and often required, in EB-related positions:

Business/Process

- Experience in business case/ROI development and implementation.
- Expertise in project management.
- Understanding in business intelligence, ERP, CRM, and EPM (Enterprise Performance Measurement) concepts.

Technical

- High-level working knowledge of web-enabling technologies and best practices, including but not limited to Java, HTML, ASP, PHP, XML, SQL, Unix, SQL server, Oracle database structures, the concept of application server.
- Working knowledge of current leading e-Business applications such as IBM WebSphere, BEA WebLogic, Sun One, Oracle AS, Macromedia JRun, etc.
- Knowledge in Portal and Intranet practices/technologies as well as B2B, B2C markets.
- Competency in utilizing web site-editing software.
- Deep understanding in web-enabling back-end database technologies and front-end integration.
- Familiarity with J2EE and .NET platforms.

E-Government Specialization of Study

The specialization in electronic government (EG) provides students with a greater level of understanding and competence in public sector policy and approaches to providing services through online transactions with internal and external customers.

To complete the EG specialization, students in the IM degree program must take the two required courses for the respective specialization from the list below. The two EG required courses are indicated by two asterisks (*). In addition:

- Students in the Main Campus IM program must then take two more courses from the list.
- Students in the Executive IM program must take one more course from the list.
- Students in the Maxwell School MPA or MAPA graduate programs who want the EB specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required courses, plus one more course from the list.

IST 619	Applied Economics for Information Managers
IST 683	Managing Information Technology-Enabled Change
IST 710*	Advanced Topics in Information Management Approaches and Strategies
IST 727	IT Capital Planning
IST 775	Information Industry Strategies

Coursework targeted directly for preparation for the following EG-related positions:

- e-Government Analyst/Consultant/Project Manager
- e-Government Application Developer/Web Site Developer/Infrastructure Architect
- MIS Specialist/Manager/Director

Core competencies expected, and often required, in EG-related positions:

Business/Process

- Experience in business case/ROI development and implementation.
- Expertise in project management.
- Understanding in business intelligence, ERP, CRM, and EPM (Enterprise Performance Measurement) concepts.
- Familiarity with government agencies, government policies, government processes/practices in building business cases and in making technology investments, such as Exhibit 300.
- Experience/knowledge in government consulting environment is highly desirable.

Technical

- High-level working knowledge of web-enabling technologies and best practices, including but not limited to Java, HTML, ASP, PHP, XML, SQL, Unix, SQL server, Oracle database structures, the concept of application server.
- Working knowledge of current leading e-Business applications such as IBM WebSphere, BEA WebLogic, Sun One, Oracle AS, Macromedia JRun, etc.
- Knowledge in Portal and Intranet practices/technologies as well as B2B, B2C markets.
- Competency in utilizing web site-editing software.
- Deep understanding in web-enabling back-end database technologies and front-end integration.
- Familiarity with J2EE and .NET platforms.

Human Computer Interaction Specialization of Study

The specialization in Human-Computer Interaction (HCI) provides students with a greater level of understanding and competence in public and private sector best practices with a human-centered perspective. The specialization prepares students with a good understanding of human factors (physical, cognitive, affective, and motivational) and their implications to IT design, evaluation, use and management.

To complete the HCI specialization, students in the IM degree program must take the two required courses (*) from the list below. In addition:

- students in the main campus IM program must then take two more courses from the list
- students in the mid-career IM program in Washington DC must take one more course from the list
- students in the Maxwell School MPA or MAPA graduate programs who want the HCI specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list

IST 649* Human Interaction with Computers
IST 553 Information Architecture for Internet Services
IST 617 Motivational Aspect of Information Use
IST 629 Organizational Information Security
IST 641 User-Based Design

Coursework targeted directly for preparation for the following HCI-related positions:

- Human Factors and Usability Specialists
- IT Architect/Analyst/Developer/Consultant
- Project Consultant/Manager/Director
- Resource Planning Consultant/Manager/Director

Core competencies expected, and often required, in HCI-related positions:

- strong competency in aligning IT solutions with human-business-management-organization requirements
- competency in human-centered practices of controlling cost, schedule, performance, and risk involved in IT development
- strong competency in human-centered systems development lifecycle methods and management for various IT projects
- high proficiency in evaluating IT design for its usefulness, usability, and human-centeredness
- deep understanding of human characteristics (physical, cognitive, affective, motivational, behavioral) as both resources and constraints for organizational information systems development, use and management
- strong presentation, organizational, communication, and leadership skills
- understanding in implications and impacts of IT design and use on individuals, organizations, and societies

Information Security Specialization of Study

The specialization in Information Security (InfoSec) provides students with a greater level of understanding and competence in public and private sector best practices of providing information security in the following dimensions: physical, operational, data, and personnel.

To complete the InfoSec specialization, students in the IM degree program must take the two required courses (*) from the list below. In addition:

- Students in the Main Campus IM program must then take two more courses from the list.
- Students in the mid-career IM program in Washington, D.C., must take one more course from the list.
- Students who are graduates of the NDU/IRMC IA Certificate Program will take IST 634 instead of IST 522.
- Students in the Maxwell School MPA or Executive MPA graduate programs who want the InfoSec specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

IST 522* Applied Information Security
IST 623* Introduction to Information Security
IST 625 Enterprise Risk Management
IST 629 Organizational Information Security
IST 634 Security in Networked Environments
IST 724 Database Security
IST 728 Information Security Policy

Coursework targeted directly for preparation for the following InfoSec-related positions:

- Information Security Administrator/Analyst/Consultant
- Information Security Engineer/Scientist
- Network Security Administrator/Engineer/Analyst /Consultant
- Information Security Architect

Core competencies expected, and often required, in InfoSec-related positions:

- Familiarity with multiple OS environments such as Windows, UNIX, Linux, AS/400, Mainframe, etc.
- Expertise in security issues in LAN, WAN, Voice, and Wireless networks.
- Ability to architect, design, and implement organization-wide security, disaster recovery, and resumption policies and procedures.
- Knowledge in built-in application security function/services in Oracle, DB/2, MSActive Directory, Lotus Notes, MS Exchange, SAP R/3, and others is highly desirable.
- Strong competency in networking technologies such as routing, switching, etc.
- Competencies in intrusion detection, vulnerability scanning, monitoring networks, authentication and access controls, encryption, etc.
- Highly valued and desirable certification: CISSP.

- Other helpful certifications: SANS, CISA, CCNA.

Information and Telecommunications Policy Specialization of Study

The specialization in Information and Telecommunication Policy (ITP) will provide students with a greater level of understanding and competence in public and private sector best practices of managing telecommunications systems and information network infrastructures as well as corresponding policy issues.

To complete the ITP specialization, students in the IM degree program must take the two required courses (*) from the list below. In addition:

- Students in the Main Campus IM program must then take two more courses from the list.
- Students in the mid-career IM program in Washington, D.C., must take one more course from the list.
- Students in the Maxwell School MPA or Executive MPA graduate programs who want the ITP specialization must take IST 618 Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

IST 556 Wireless Interactive Communications
 IST 618 Survey of Telecommunications and Information Policy
 IST 653* Introduction to Telecommunications and Network Management
 IST 775 Information Industry Strategies

Coursework targeted directly for preparation for the following ITP-related positions:

- Information Policy Consultant
- Communications Services Analyst/Consultant
- Telephony Project Analyst/Manager
- Information and Telecommunications Officer/Government Official

Core competencies expected, and often required, in ITP-related positions:

- Strong knowledge in regional, national, and international policies, regulations, and standards for information and telecommunication.
- Competency in relating telecommunications requirements to strategic goals and formulating information and telecommunication strategies and policies accordingly.
- Ability to review, write, and edit reports such as policies, evaluation plans, test results, technical manuals on subjects related to telecommunication, and information issues.
- Deep understanding in government agencies/functions and experience/knowledge in government consulting environment are highly desirable.
- Ability to understand, plan, and investigate telecommunication/voice communications networks.
- Strong writing skills in policy, procedure, and standards development.

Project Management and Resource Planning Specialization of Study

The specialization in Project Management and Resource Planning (PM/RP) provides students with a greater level of understanding and competence in public and private sector best practices of IT project management, as well as high-level resource planning practices such as capital investment planning, systems development, and enterprise architecture.

To complete the PM/RP specialization, students in the IM degree program must take the two required courses (*) from the list below. In addition:

- Students in the Main Campus IM program must then take two more courses from the list.
- Students in the mid-career IM program in Washington, D.C., must take one more course from the list.
- Students in the Maxwell School MPA or Executive MPA graduate programs who want the PM/RP specialization must take IST 618: Survey of Telecommunications and Information Policy, the two required (*) courses, plus one more from the list.

IST 600 Information Management Consultation
 IST 619 Applied Economics for Information Managers
 IST 645 Managing Information Systems Projects
 IST 673 Strategic Planning in an Information-Based Organization
 IST 726 Enterprise Architecture
 IST 727 IT Capital Planning
 IST 745 Advanced Project Management

Coursework targeted directly for preparation for the following PM/RP-related positions:

- Project Consultant/Manager/Director
- Resource Planning Consultant/Manager/Director
- Management Analyst/Consultant
- MIS Manager/Director

Core competencies expected, and often required, in PM/RP-related positions:

- Strong competency in aligning IT solutions with business/management/organization requirements.
- Ability in implementing and managing effective capital planning and investment control process.
- Competency in project management practices of controlling cost, schedule, performance, and risk.
- Deep understanding of information as a strategic resource for organizations.
- Strong presentation, organizational, communication, and leadership skills.
- Competency in systems development lifecycle methods and management for various IT projects.
- Understanding in capitalizing on enterprise architecture concepts to organize business and IT information as well as best practices in resources planning.

- High proficiency in using MS Project or similar project management tools.
 - Project Management Institute (PMI) Certification is desirable.
-

Professional Doctorate In Information Management

Contact: Michelle Kaarst-Brown, 245 Hinds Hall, 315-443-2911, mlbrow03@syr.edu, ischool.syr.edu/dps

The Professional Doctorate in Information Management is a 51-credit, part-time executive degree program for working professionals who are interested in the applied aspects of the information field. The program prepares executives to be the catalyst for positive change within their organizations.

The professional doctorate serves mid-career professionals who are already employed. Our diverse curriculum will prepare them for advanced placement opportunities in executive and senior information management positions in the public, private, defense, academic, and non-profit sectors. Whether the goal is advancement within an organization, or a shift in specialization within the information professions, a doctoral degree can open a world of new possibilities for a thriving career in a rapidly changing profession.

Distinctive Features

• Limited residency, distance learning format

Online, hybrid, and brief residency course formats provide flexibility for part-time students.

• Applied focus

The program enriches students' understanding of the role of information in the knowledge economy and teaches how to apply this expertise to enhance the effectiveness of information-based organizations in the public and private sectors. Students build a solid foundation for advanced levels of information research, and develop competencies in program evaluation research methods.

• Doctoral level research

Unique among practitioner-oriented doctoral degrees, the program is completed with a one-year thesis—a process through which students develop in-depth knowledge in a topic of their choice. The creation of a publication quality thesis can lead to recognition in their field through the production of a book, white papers, and other publications.

• A strong peer network

Students take classes with the same small group of students, in order to promote peer learning and support throughout the course of study.

• Interaction with Ph.D. in Information Science and Technology students

Ph.D. and professional doctorate students will share a blended learning environment: an overlap of intellectual domain and opportunities for resource-sharing through classes, writing groups, and editorial support.

• Customizable areas of study

Concentrations and fields of research can focus on any of the school's disciplines, including technology planning, digital libraries, electronic commerce, telecommunications policy, global networking, cybersecurity, human-computer interaction, government information policy, knowledge management, among others.

CURRICULUM

The Professional Doctorate curriculum involves coursework, comprehensive examinations, and thesis research.

Students in the program begin *each academic* year by taking a one-credit residential Intensive Seminar at Syracuse University (or another location as dictated by the geographical distribution of students). During the seminar students will become more familiar with the program's coursework and technology. To learn more about the required technologies download the Professional Doctorate Technology Orientation Checklist [here](#).

During each of the *first four regular academic semesters*, students take one research methods course and one doctoral seminar offered in online format.

Each of the *first two summers* of the program begins with another residential Intensive Seminar, continues with an online course chosen from the practical curriculum of our professional master's programs, and includes three credits of independent thesis work.

During the *final year* of the program, students also complete two residencies, as well as the remainder of their thesis credits.

The 51-credit Program of study involves 16 courses, which includes six intensive residential seminars, four methods courses, four online doctoral seminars, and two practical courses selected from our advanced master's level curriculum in Library Science, Information Management, or Telecommunications and Network Management.

Executive M.S. In Information Management

Contact: David Dischiave, 245 Hinds Hall, 315-443-2911, ddischia@syr.edu, ischool.syr.edu/execim

Students with six or more years of appropriate full-time professional management experience in the information management field and who demonstrate appropriate professional qualifications may apply to the Master of Science in Information Management Executive Program. Those accepted into the program may waive the internship requirement, and reduce the number of credits required for the degree to 30.

This degree program can be completed on campus, online, or through a combination of both options. Students take the same classes and learn from the same accomplished faculty members who teach in the 42-credit hour program. They can tailor their coursework to fill knowledge gaps or deepen their existing knowledge to develop a specialty.

To qualify for this program, applicants must demonstrate through both the extent and quality of their professional experience that they are strong candidates for leadership roles in the IM field. Applications will be evaluated on four dimensions to assess leadership potential and qualification for the executive program:

Years of professional experience A minimum of six years is necessary to be considered for the executive degree program. In some cases more than six years of experience may be necessary to demonstrate the qualifications required for admission to the executive degree program.

Appropriate job responsibilities The applicant's professional experience must be in one or more domains that are central to the IM field. (Examples are application development, database management, information security, network management, system integration, systems analysis, business process analysis, enterprise architecture, software engineering. Note that this list is not exhaustive.)

Continually increasing responsibility The candidate must be able to demonstrate that his or her career shows a steady progression through increasingly responsible positions.

Recommendation by employer The candidate's application must be accompanied by a strong recommendation letter from at least one current or previous supervisor or manager. This allows the candidate to show an independent assessment of his or her professional expertise.

Curriculum Requirements The 30-credit curriculum for these students will be determined in collaboration with an academic advisor, and will include **9-credit Primary Core, 9-credit Secondary Core, 9-credit Electives, and 3-credit Exit Requirement**. With the advisor's approval, qualified students may substitute advanced courses for introductory primary and secondary core courses.

(1) *Primary Core* (9 credits)

Management and Financial Track

- IST 585 Knowledge Management
- IST 614 Management Principles for Information Professionals
- IST 619 Applied Economics for Information Managers
- IST 621 Introduction to Information Management: Concepts, Contexts, and Career Options
(gateway course)
- IST 625 Enterprise Risk Management
- IST 645 Managing Information Systems Projects
- IST 673 Strategic Planning in an Information-Based Organization
- IST 683 Managing Information Technology-Enabled Change
- IST 726 Enterprise Architecture
- IST 727 IT Capital Planning
- IST 745 Advanced Project Management
- IST 775 Information Industry Strategies

Policy Track

- IST 618 Survey of Telecommunications and Information Policy
- IST 728 Information Security Policy

(2) *Secondary Core* (9 credits)

Systems Solution Track

- IST 585 Knowledge Management
- IST 625 Enterprise Risk Management
- IST 642 Electronic Commerce
- IST 645 Managing Information Systems Projects
- IST 683 Managing Information Technology-Enabled Change
- IST 710 Advanced Topics in Information Management and Strategies
- IST 726 Enterprise Architecture
- IST 745 Advanced Project Management

Technological Infrastructure Track

- IST 522 Applied Information Security
- IST 558 Technologies in Web Content Management
- IST 565 Data Mining
- IST 623 Introduction to Information Security
- IST 634 Security in Networked Environments
- IST 639 Enterprise Technologies
- IST 656 Telecommunication and Information Network Technology
- IST 659 Data Administration Concepts and Database Management
- IST 679 Electronic Commerce Technologies
- IST 769 Advance Data Administration Concepts and Database Management

User Information Needs Track

- IST 553 Information Architecture for Internet Services
- IST 617 Motivational Aspects of Information Use
- IST 626 Business Information Resources and Strategic Intelligence
- IST 629 Organizational Informational Security
- IST 631 Theory of Classification and Subject Representation
- IST 634 Security in Networked Environments
- IST 641 User-Based Design
- IST 649 Human Interaction with Computers
- IST 662 Instructional Strategies and Techniques for Information Professionals
- IST 800 Seminar in Behavioral Sciences

(3) *Electives* (9 credits)

(4) *Exit Requirement* (3 credits)

- IST 755 Strategic Management of Information Resources

Ph.D. In Information Science And Technology

Contact Ping Zhang, 245 Hinds Hall, 315-443-2911, pzhang@syr.edu; ischool.syr.edu.

The doctoral program in information science and technology, which began in 1969, is research oriented, interdisciplinary, and concerned with the acquisition, representation, storage, transfer, retrieval, management, protection, and use of information and information technologies. As an interdisciplinary program, it brings together relevant knowledge from behavioral-social science, from information science, and from diverse research methods to study the structure and flow of information among people, in organizations, and in society.

The program covers the following areas:

- information systems and how they are designed, used, protected, and evaluated;
- the impact of computers and telecommunications technology;
- analyzing non-numeric text linguistically or statistically;
- information policy;
- the economics of information;
- the interaction between people and information technology;
- information systems for people, organizations, and social systems;
- information needs and users;
- information retrieval; and
- electronic/digital commerce.

The program has awarded approximately 70 doctoral degrees. Most graduates find careers in academic and research institutions. They work in university departments such as information science, library science, and management, and in research organizations such as Bell Laboratories and Online Computer Library Center. Other graduates have successfully pursued careers as managers or consultants for information-related industries.

Admission Requirements include a bachelor's degree from an accredited institution; GRE scores of at least 600 in all sections of the exam and an analytic writing score of at least 4; and TOEFL scores above 600 for students whose first language is not English; most students also have a master's degree. In making decisions about admission, the faculty consider a student's grades; GRE scores; letters of recommendation; personal statement; writing sample; and evidence of the hard work, interest, and motivation that is vital to success in a Ph.D. program. Experience in research is also looked on positively. Applications are considered for the fall term only, and the deadline for receipt of the completed application is January 9. The program receives about 90 applications per year for 4 to 6 openings.

Learning Outcomes Successful Ph.D. candidates will have the following set of skills and knowledge in:

1. **Comprehensive Mastery** Demonstrate mastery of the body of knowledge and research methods of a defined scholarly field and its relation to the interdisciplinary study of information science and technology.
2. **Research** Demonstrate the ability to independently plan, design, execute, and report a scholarly research project.
3. **Teaching** Demonstrate the ability to plan and deliver instructional experiences at the post-secondary level.
4. **Professional Practices** Demonstrate knowledge of the professional norms, practices, and ethical standards of a defined scholarly field.
5. **Academic Life** Demonstrate the ability to participate as an active contributor in the academic life of a faculty/school.

Curriculum The program is extremely flexible. The only formal requirement is that students must complete at least four semesters of research and teaching practica. Other courses are selected by students after consultation with their advisors.

The doctoral program requires completion of at least 60 credits of coursework and 18 dissertation credits. While the school may accept up to 30 credits of relevant, graduate-level coursework completed at another accredited institution, the total number of credits accumulated (at Syracuse or elsewhere) is not a major consideration in a student's progress through the program. Instead, what matters is a student's mastery of the skills needed to become an independent, productive researcher. While coursework completed elsewhere may decrease the number of credits that must be earned at Syracuse, it may not necessarily decrease the length of a student's program.

Upon completion of coursework, students take an oral and written examination of their comprehensive mastery of their field of study and of research methodology. Students who successfully complete coursework are admitted to candidacy. After coursework, a dissertation proposal and then a dissertation must be presented and defended orally. Students are expected to defend their dissertation by the end of their fifth year.

Part-time study is not recommended. The research orientation of the school brings students and faculty together regularly on an informal basis as well as in scheduled classes, and part-time students who miss this important part of the experience may find their programs suffer.

Certificate Of Advanced Study In Information Security Management

Contact Joon S. Park, 245 Hinds Hall, 315-443-2911, ismcert@syr.edu; ischool.syr.edu.

Information is a critical asset within any organization and its security is of key corporate and national interest. With the complexity of today's hardware and software and the complexity added by their networking, the need for managing enterprise security becomes more pressing. Information security management can be defined as the comprehensive skills that manage a high degree of complex technical security, increased operational costs, and diverse policies and user behavior. Senior executives and managers, as well as technical staff, who have strong information security management skills, can make educated security decisions for their organizations.

The certificate in Information Security Management provides a comprehensive framework for information security management, enabling students to take a lead role in this area within their organizations. The 15-credit program provides students, depending on their background, the flexibility to take coursework that does not overlap with their current expertise but gives them tools in information security technology, policy, and management. This certificate is offered in both campus and distance learning formats, and can be completed as a full-time or part-time student.

The certificate in information security management offers students the skills and knowledge to work in the emerging area of information security and systems assurance. The certificate is available to those with or without experience in the information technology field. Applicants can be currently working in a related field, or they can be interested in making a career change into the information security field. The certificate provides an opportunity for professional development and serves as a foundation for career advancement.

The National Security Agency (NSA) and the Department of Homeland Security (DHS) designated Syracuse University as a National Center of Academic Excellence in Information Assurance Education (CAEIAE) as well as a National Center of Academic Excellence in Information Assurance - Research (CAE-R). Syracuse University was first designated as a CAEIAE in 2001 and was re-designated as a CAEIAE in 2004 and in 2007 for an additional five years. It also received a CAE-R designation in 2009.

NSA and the Department of Homeland Security (DHS) jointly sponsor the National Centers of Academic Excellence in IA Education (CAEIAE) and CAE-Research (CAE-R) programs. The goal of these programs is to reduce vulnerability in our national information infrastructure by promoting higher education and research in IA and producing a growing number of professionals with IA expertise in various disciplines. Designation as a CAEIAE or CAE-R is valid for five academic years, after which the school must successfully reapply in order to retain its CAE designation.

To be named a Center of Academic Excellence in Information Assurance, an institution must meet IA courseware standards defined by the Information Assurance Courseware Evaluation (IACE) Program. As an IACE certified institution, Syracuse University meets the national training and education standards for Information Systems Security Professionals, Senior Systems Managers, System Administrators, Information Systems Security Officers, System Certifiers, and Risk Analysts.

Curriculum The certificate requires 15 graduate credits. All courses are 3 graduate credits unless specified otherwise.

Students are required to take the following:

IST 623 Introduction to Information Security

At least one 3-credit course from the *Management Security* course list

At least one 3-credit course from the *Technology Security* course list

An additional 6 credit hours from the *Management Security*, *Technology Security*, or *Information Studies* list.

Management Security (at least 3 credits required)

IST 600 Homeland Security

IST 600 Digital Forensics

IST 625 Enterprise Risk Management

IST 629 Organizational Information Security

IST 700 IT Security Architecture

IST 728 Information Security Policy

Technology Security (at least 3 credits required)

IST 522 Applied Information Security

IST 634 Security in Networked Environments

IST 724 Database Security

CIS/CSE 643 Computer Security

CIS/CSE 644 Internet Security

CIS/CSE 774 Principles of Distributed Access Control

Information Studies (an additional 6 credits are required from the above course lists or the following list)

IST 618 Survey of Telecommunications and Information Policy

IST 639 Enterprise Technologies

IST 642 Electronic Commerce

IST 645 Managing Information Systems Projects

IST 656 Telecommunication and Information Network Technology

IST 659 Data Administration Concepts and Database Management

IST 679 Electronic Commerce Technologies

IST 690 Independent Study

IST 971 Internship

Scholarship for Service Scholarship for Service (SFS) is a unique federal program that is designed to increase and strengthen the cadre of information security professionals in federal, state, local, and tribal agencies.

This program is available only to individuals who are accepted to or are currently enrolled in the Master of Science in Information Management or the Master of Science in Telecommunications and Network Management programs, and admitted into the information security management certificate program.

The SFS scholarship provides one-year or two-year scholarships that fund tuition costs and a yearly stipend of \$12,000 in return for working for a government agency after graduation. One year of government service is required for each year of SFS scholarship funding.

To qualify for a SFS scholarship, an applicant must be a U.S. citizen with a competitive academic record. It is common for SFS graduates seeking information security positions with a government agency to be required to undergo a background investigation to obtain a security clearance.

Information Assurance Scholarship As a designated Center of Academic Excellence in Information Assurance Education institution, the iSchool can nominate students for a Department of Defense (DoD) Information Assurance Scholarship. These students must be accepted to or are already enrolled in qualifying degree programs (the Executive Master of Science in Information Management or the Professional Doctorate).

Recipients of these 1, 2, or 3-year IASP scholarships must also earn the iSchool's Certificate of Advanced Study in Information Security Management and will receive \$10,000 to \$15,000 in stipends, full tuition, and allowances each year for books and computers.

Recipients will have information security internship opportunities with DoD agencies and in return for scholarship funding will begin full-time employment with the DoD on program completion for a period commensurate with the years of scholarship funding received. Alternately, scholarship recipients may elect to serve a period of obligated service as a member of the National Guard or the Reserves of any military branch.

Earn a master's degree

Participants in the certificate program have the option of applying these graduate credits toward a master's degree offered at the School of Information Studies. All 15 credits completed for the certificate can be included in the 42-credit requirement Master of Science in Information Management or 36-credit

Master of Science in Telecommunications and Network Management. Selective credits may be applied to the 36-credit Master of Science in Library and Information Science.

Certificate Of Advanced Study In Information Systems And Telecommunications Management

Contact David Dischiave, 245 Hinds Hall, 315-443-2911, ddischia@syr.edu; ischool.syr.edu.

Managing information systems and telecommunications functions has become critical to all organizations. If you have a diverse professional background and experience, but little or no formal training in information systems and telecommunications management, you can acquire the expertise needed to manage information systems and telecommunications functions through this program.

The 15-credit graduate certificate program enables you to further your present career or discover new options in the dynamic, challenging field of information management systems and telecommunications. The certificate program enables you to add information management and systems qualifications to your existing bachelor's or master's degree, thus expanding your career options and providing a competitive advantage in pursuing career opportunities in business, government, or not-for-profit organizations.

The certificate stands alone; however, after successful completion, you have the option of continuing to earn a master's degree in information management or in telecommunications and network management.

The graduate certificate in information systems and telecommunications management (IS&TM) equips you with an understanding of key issues in the fields of information and telecommunications management, including:

- organizational management and implementation of rapidly changing information technologies
- database management and administration
- management of local and wide-area networks and the challenge of global interconnectivity
- harnessing information resources to improve organizational effectiveness, including decision making, problem solving, strategic planning, marketing, and budgeting processes
- project management processes and challenges of outsourcing
- systems integration
- web site design and management, including information architecture
- state-of-the-art applications in computer, telecommunications, and information technologies

Curriculum To earn the IS&TM certificate, you must complete 15 graduate credits.

Certificate Core All students must take IST 601 and either IST 621 or IST 653.

IST 601 Information and Information Environments (1 credit) *and*

IST 621 Introduction to Information Management *or*

IST 653 Introduction to Telecommunications and Network Management

Note: Students wanting a general preparation in both information systems management and telecommunications management may wish to take both introductory courses, substituting one for an elective below.

Certificate Electives (11 to 12 credits).

IST 553 Information Architecture for Internet Services

IST 645 Managing Information Systems Projects

IST 656 Telecommunication and Information Network Technology

IST 659 Database Administration Concepts and Database Management

IST 673 Strategic Planning in an Information-Based Organization

IST 683 Managing Information Technology-Enabled Change

IST 775 Information Industry Strategies

Other graduate courses offered during the spring and fall, or in the summer, may be used as electives with the advice of the student's advisor.

Earn a master's degree

Participants in the certificate program have the option of applying these graduate credits toward a master's degree offered at the School of Information Studies. All 15 credits completed for the certificate can be included in the 42-credit requirement Master of Science in Information Management or 36-credit Master of Science in Telecommunications Management. Selective credits may be applied to the 36-credit Master of Science in Library and Information Science.

J.D./Master Of Science In Library And Information Science

The Juris Doctor/Master of Science in Library and Information Science is a combined degree which may be conferred by the School of Information Studies and the College of Law. Students admitted to this program have the opportunity to obtain both the Juris Doctor and the M.S. in Library and Information Science in substantially less time than would be required were the two degrees obtained independently. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

For further information, please contact the College of Law Admissions Office, 315-443-1962, admissions@law.syr.edu.

Current College of Law Students: please contact the College of Law Office of Student Life, 315-443-1146, studentlife@law.syr.edu.

M.S. In Library And Information Science

Contact R. David Lankes, 245 Hinds Hall, 315-443-2911, rdlankes@syr.edu; ischool.syr.edu.

Preparation of Librarians for the Future

Librarians work in a broad spectrum of libraries and resource centers, in the information industry, and in other venues where information management skills

are needed. They must be able to understand and interpret an increasingly complex information environment; collaborate effectively with other information professionals; articulate the value of the knowledge and skills of librarianship in a rapidly changing information environment; and be competent managers capable of innovation, efficiency, and leadership as they meet the demands of their clientele.

Challenges for the Profession

At Syracuse University, the Master of Science in Library and Information Science (LIS) program is designed to prepare students to respond to the challenges of librarianship, including:

- planning and implementing high quality library and information services in the changing social and technological environment;
- organizing libraries, media centers, and information agencies to serve their clientele effectively;
- designing information systems that meet specific needs of library and information users;
- integrating information technologies creatively and effectively into library and information services;
- developing techniques to organize and retrieve vast amounts of information;
- contributing to the debates concerning digital information policy, including issues of universal access, privacy, freedom of expression and censorship, and intellectual property;
- responding to the needs of their clientele in the areas of information literacy;
- increasing the effectiveness of libraries as a foundation in preserving a nation's cultural heritage; and
- sharing information resources through innovative networking and ensuring equitable access to a broad range of information.

The LIS Program at Syracuse University

As part of the School of Information Studies, the LIS program provides thorough grounding in the knowledge, skills, and values of librarianship within the context of an interdisciplinary faculty. The LIS program draws on faculty expertise in such areas as library science, information science, strategic management of information resources, communications, business, education, psychology, public administration, and computer science.

LIS coursework stresses both the theory and practice of library science. It includes educational opportunities beyond formal coursework through one-on-one interaction with the faculty; hands-on learning in libraries and information centers; exposure to leaders in the profession; and direct participation in research projects. The program is offered in both campus and distance learning formats and can be completed on a full-time or part-time basis.

The need for well-prepared librarians will continue to grow as individuals, organizations, communities, and society as a whole cope with the complexity of the information explosion and the implications of the networked digital information environment. Our LIS program graduates librarians who are prepared to assume leadership roles in the libraries, information centers, and the broader information environment.

Our program in library science is a respected leader in the field, with a tradition of innovation stretching back more than a century. Of the approximately 60 programs accredited by the American Library Association, Syracuse University's LIS program is consistently ranked among the top programs, attesting to the quality of the faculty, curriculum, resources, and students. Currently, the School of Information Studies is ranked third overall, first in information systems, second in digital librarianship, and fourth in school library media by U.S. News & World Report.

Learning Outcomes By the time students complete the LIS program, they will be able to demonstrate knowledge of:

1. *Philosophy, Principles, and Ethics of Librarianship*: Students are well grounded in the philosophy, principles, knowledge, character, and ethics of librarianship and understand the value of teaching, service, and research to the advancement of the field.
Evidence: In different library and information contexts, students:
 - a. apply theory, conceptual principles, and scholarly research; and
 - b. engage in teaching, service, and research.
2. *Information Resources*: Students understand the variety of information resources and the systems and technologies that facilitate their management and use.
Evidence: Students can manage information resources through:
 - a. identification, selection, and acquisition;
 - b. organization and description;
 - c. retrieval, provision of access, storage, and preservation; and
 - d. analysis, interpretation, and evaluation of an existing collection.
3. *Information Services*: Students understand the role of rapidly changing library and information services and technologies in a multicultural, multiethnic, multilingual global society, including the role of serving the needs of underserved groups.
Evidence: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by:
 - a. analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors
 - b. discovering and synthesizing existing resources, systems, and services; and
 - c. developing and disseminating new resources, systems, and services.
4. *Librarianship in a Broader Information Society*: Students understand the importance of contributions of library and information studies to other fields of knowledge and the importance of contributions of other fields of knowledge to library and information studies
Evidence:
 - a. Students collaborate with future members of other information professions to apply basic and applied research from related information fields.
 - b. Students can debate local, national, and international information issues, and policies, and regulations in a cross-discipline digital and global society.
5. *Professional Communication and Leadership Skills*: Students understand the principles, norms, and practices governing professional communication in the field through informal structures and professional organizations. Students can assume team member, management, and leadership roles in their workplace and their profession
Evidence:
 - a. Students communicate appropriately to individuals and groups through group discussions and presentations
 - b. Students learn about, select, and join appropriate professional organizations for their specialties
 - c. Students apply teamwork, management, and leadership principles both conceptually to library and other information settings and in collaboration with other students through group projects.

Curriculum Requirements The 36-credit LIS curriculum is designed to prepare librarians who have the broad range of knowledge and skills needed for exemplary practice in the library and information profession.

Themes Three themes run through the LIS curriculum:

- Focus on the users of library and information services. Keeping the needs of users—and potential users—of library and information services in the foreground is a fundamental value of librarianship.
- Use technology to provide exemplary library and information services. Librarians need to be able to use technology effectively to provide quality

- library and information services.
- Manage information services and systems. Librarians in the 21st century must be competent managers of information, capable of innovation, efficiency, and leadership to meet the needs of their clientele.

Core Knowledge and Skills LIS core courses provide a solid grounding in the knowledge, skills, and values of the library and information profession. The 19-credit LIS core has three parts:

Introductory Core (4 credits)

- IST 511 Introduction to the Library and Information Profession (gateway course)
- IST 601 Information and Information Environments (1 credit)

Information Resources Core (9 credits)

- IST 605 Reference and Information Literacy Services
- IST 613 Library Planning, Marketing, and Assessment
- IST 616 Information Resources: Organization and Access

Management and Policy Core (6 credits)

- IST 614 Management Principles for Information Professionals (Note: not required for school media students)
- IST 618 Survey of Telecommunications and Information Policy

Electives (14 credits)

Electives allow students to extend their core knowledge and skills in directions of their choice. Some students spread electives across areas of focus, and others select primarily from one area, adding a course or two from the others for balance. To help in the selection of electives, graduate courses at the School of Information Studies are grouped into three areas of focus:

- Information Services and Resources
- Information Organization, Retrieval, and Access
- Information Systems Design and Management

Courses in the areas appear below:

(1) Services and Resources

Courses focus on the tools, principles, and practices necessary to be an effective intermediary between information resources and a client's information needs. These electives build on skills in the three core information resources courses.

Services

- IST 612 Youth Services and Libraries and Information Centers
- IST 617 Motivational Aspects of Information Use
- IST 641 User-Based Design
- IST 661 Information Management in Schools
- IST 662 Instructional Strategies and Techniques for Information Professionals
- IST 673 Strategic Planning in Information-Based Organizations
- IST 717 Advanced Library Management
- IST 759 Planning and Designing Digital Library Strategies

Resources

- IST 606 Legal Information Resources and Services
- IST 609 Biomedical Information Services and Sources
- IST 619 Applied Economics for Information Managers
- IST 626 Business Information Resources and Strategic Intelligence
- IST 635 Collection Development and Access
- IST 637 Digital Information Retrieval Services
- IST 668 Literacy Through School Libraries

(2) Organization, Retrieval, and Access

Courses explore theoretical concepts, systems, and practices for organizing information in order to facilitate access and retrieval. This area of focus includes a wide range of approaches to the organization and retrieval of information, from the established to the innovative and experimental. Courses from the systems area, which treat information systems in general, are frequently relevant here, depending on the student's interests and experience.

- IST 553 Information Architecture for Internet Services
- IST 565 Data Mining
- IST 585 Knowledge Management
- IST 604 Cataloging of Information Resources

IST 631 Theory of Classification and Subject Representation
IST 632 Management and Organization of Special Collections
IST 657 Basics of Information Retrieval Systems
IST 659 Data Administration Concepts and Database Management
IST 664 Natural Language Processing
IST 676 Digital Libraries
IST 677 Creating, Managing, and Preserving Digital Assets

(3) *Information Systems Design, Implementation, and Management*

Courses in this area focus on theoretical concepts and models, tools, skills, and standards necessary to the design, implementation, and management of information systems in general. Students wishing to learn more about the organizational and retrieval aspects of information in systems may wish to include courses from the "organization, retrieval, and access" section.

IST 639 Enterprise Technologies
IST 556 Wireless Interactive Communications
IST 558 Technologies in Web Content Management
IST 611 Information Technologies in Educational Organizations
IST 619 Applied Economics for Information Managers
IST 625 Enterprise Risk Management
IST 642 Electronic Commerce
IST 645 Managing Information Systems Projects
IST 649 Human Interaction with Computers
IST 653 Introduction to Telecommunications and Network Management
IST 656 Telecommunications and Information Network Technology
IST 667 Information Technology for Libraries and Information Centers
IST 679 Electronic Commerce Technologies
IST 753 Advanced Telecommunication and Network Management

Exit Requirement: Internship or Independent Study (3 credits)

There are two ways to fulfill the exit requirement:

(1) *Internship (IST 971) or School Media Practicum (IST 972)* Most students choose this option for their exit requirement even if they have had prior library work experience. There are two ways to approach a decision about this most important part of the program. The first is to choose an internship that will directly match career goals and provide an excellent source of work experience and recommendations from practitioners who have had an opportunity to see your work firsthand. The second approach, for those undecided about career goals, even toward the end of the program, is to try something new. Using this approach, the internship is a way of "testing the water" to see if you like a particular environment. Some students do two internships: one in direct preparation for a career, and one to explore and compare.

At the very least, the student should be explicit about what the objectives of this practical experience will be: management skills, technical skills, more practice working with patrons, learning new technologies firsthand, and so on. The internship or co-op is treated as another course in terms of the intensity and depth of the knowledge sought. It is a waste of resources to seek an internship or co-op in a job that you already know.

An internship comprises 150 hours of work on site for 3 credits. The student must be under the supervision of a professional librarian or information manager, although this does not mean that the student can't work with non-professionals as part of the experience. Most internships involve some general orientation, some work practice, and often a special project. Each experience is different and the student designs the internship contract in cooperation with the site supervisor, the faculty internship supervisor, and his or her academic advisor. An internship may be paid or unpaid.

A co-op is usually more like a real working experience in that the student is hired to work longer hours and is paid. In other respects, the co-op is like an internship in the way it functions in the student's program of study.

Internships and co-ops can be done locally in the Syracuse area, nationally, and even internationally. Students have worked at sites in all types of libraries, doing many new and interesting projects. The more specific your requirements either in terms of the type of library or the location, the earlier you should start planning for arranging it. Internships and co-ops can be suggested by the faculty internship coordinator, or the student can pursue sites on his or her own initiative. Once a contact is made, however, the internship or co-op must be arranged through the school in order to qualify. To start the internship or co-op process, consult with your academic advisor. Contact the University's Office of Career Services for additional information, forms, and advice.

(2) *Independent Readings and Research*

Students who already possess significant work experience in libraries or information centers may elect to do a culminating project as an independent study (IST 690) or readings and research in place of a co-op experience or an internship. No more than 12 credits of a student's program can be taken as independent study or internship (IST 690, IST 971).

Programs of Study for Specific Types of Libraries or Library Positions The generalist core provides a solid grounding in the knowledge and skills of librarianship. Most electives are designed to provide conceptual and practical knowledge and skills that apply across types of libraries. For students wishing to prepare for a specific type of library or position, there are many ways to tailor your program of study to these interests. These include:

- Choosing topics pertaining to your areas of interest for papers and projects in core and elective courses.
- Choosing electives that are particularly appropriate for a particular type of library or position: see the section on advising guides below.
- Developing an internship that gives you practical experience in your area of interest.
- Taking an independent study in your area of interest.

Your advisor can work with you to plan a program of study that will prepare you for positions in your area of interest while also providing you with a solid generalist knowledge that will allow you to take advantage of unexpected opportunities.

Certificate Of Advanced Study In School Media

Contact Ruth V. Small, 245 Hinds Hall, 315-443-2911, babennet@syr.edu; ischool.syr.edu.

Students who already possess a master's degree in library and information science from Syracuse University, or another accredited institution, can be certified as school library media specialists after being accepted into the program and then by completing the following coursework. Students must first undergo a thorough review of their graduate library science degree transcript to determine if the core graduate course requirements and the undergraduate course requirements have been fulfilled. If all requirements have not been met, additional courses will be required.

The program includes both campus-based and distance learning course formats.

Curriculum The graduate certificate in school media requires the completion of 21 total credits.

Core Courses (15 credits)

The following required courses provide a foundation in literature and in media services provision for children and young adults. Skills and knowledge used in instructional design, collaboration, development, delivery and evaluation, information technologies in education, information literacy, and motivation.

IST 611 Information Technologies in Educational Organizations
IST 612 Youth Services in Libraries and Information Centers
IST 661 Information Management in Schools
IST 663 Motivation and Information Literacy
IST 668 Literacy Through School Libraries

Fieldwork (100 hours, 50 hours on each level)

Fieldwork in both elementary and secondary levels must be completed before the first practicum experience.

Practicum (6 credits)

Students must complete two 3-credit on-site school-based supervised practica—one at the elementary level and one at the secondary level at 150 hours each.

IST 972 School Media Practicum

Additional Requirements

1. Students must complete the school media competencies checklist at the beginning of the program and before the practica as well as other times throughout the program. This instrument is used as a means for documenting student growth and as a guide for practicum placement.
2. Students must complete an electronic portfolio of their credentials. The portfolio is completed in the final semester of the program and should contain items such as course and practica projects, student-authored publications, resume, digital photos, and other relevant artifacts. The portfolio is intended to provide students with (a) a synthesis of their learning and (b) tangible demonstrations of their knowledge and skills appropriate for presentation at job interviews.

Upon completion of the School Media Program, combined with New York State requirements including completion of the New York State child abuse, substance abuse, and violence prevention workshops; the Child Health and Life Safety Prevention workshop (fire and arson prevention; highway safety and traffic regulations and school safety patrols; child abduction prevention; and prevention of alcohol, tobacco, and drug abuse); fingerprinting; and successful completion of the appropriate New York State certification exams (LAST, ATSW, and CST in school media), students will have all the necessary preparation for the role of school library media specialist in an elementary or secondary school. The School of Education, with approval from the School of Information Studies, will provide institutional recommendation for students for a New York State School Media Specialist provisional certificate, K-12, necessary for employment for New York State public schools and accepted for employment by most other states.

M.S. In Telecommunications And Network Management

Contact Martha Garcia-Murillo, 245 Hinds Hall, 315-443-2911, tmn@syr.edu; ischool.syr.edu.

Telecommunication networks are the infrastructure of the information age. Organizations are becoming increasingly dependent upon networking and network managers to support their most vital activities. The rise of a networked economy is revolutionizing market structures and reshaping public institutions. The strategic importance of telecommunications fuels a growing demand for professionals who combine knowledge of the technology with an understanding of applications and markets and an aptitude for effective project and technology management.

The M.S. in Telecommunications and Network Management (TNM) is designed to meet these needs. It offers students a comprehensive overview of networking technologies that provides students with a forward-looking understanding of data, wireless, and unified communications solutions, as well as the economic and strategic understanding of their applications in business and nonprofit organizations. The program familiarizes students with the central connectivity problems that large business, government entities, carriers, and network equipment providers face and the government policies, laws, and regulations that shape the networking environment.

Courses in the program fall into three distinct tracks: 1) technology, 2) management, and 3) industry and policy. Students must take courses within each track but are also encouraged to develop study plans with a specific specialization such as security, wireless and technology management, for example. Students gain sufficient technical proficiency to understand, evaluate, and make decisions about the planning and implementation of networks and associated enterprise technologies. The economic and policy aspects of the program stress the international environment as well as national and local markets. To complement their program, students may take courses in the L.C. Smith College of Engineering and Computer Science or the Maxwell School of Citizenship and Public Affairs.

Graduates of the TNM program fill an increasing demand for technology and network professionals who can keep up with this rapidly changing field without losing sight of market needs and the strategic value of information. The degree prepares students for careers as:

- network and infrastructure engineers

- IT auditors for large corporations
- information security specialists
- managers and entrepreneurs in the telecommunications and network industry
- CIOs

Learning Outcomes By the time students complete the TNM program, they will demonstrate:

1. Leadership in Technology Management. Students will be able to:
 - a. integrate knowledge of communication technologies with appropriate policy, financial, and management issues
 - b. apply critical thinking skills and creativity to managerial problems
 - c. generate solutions to human and/or technological problems using relevant technologies, theories, and concepts; to model, analyze, and critique them; and to make recommendations
 - d. communicate clearly, effectively, and professionally in writing and in public presentations; and to engage in effective collaboration, leadership, and teamwork
2. Technical Knowledge and Experience. Students will be able to:
 - a. demonstrate broad knowledge of the fundamental principles and technical standards underlying telecommunication, networking, and information technologies;
 - b. architect and implement networked information systems;
 - c. continuously improve their communication and information technology knowledge and skills;
 - d. anticipate the way technological change and emerging technologies might alter the assumptions underlying architectures and systems.
3. Strategic Awareness of the Industrial, Legal, and Political Environment. Students will be able to:
 - a. understand the basic issues of telecommunication and information policy, and the key governmental and regulatory processes affecting them, from a global perspective
 - b. understand the political, economic, and social forces shaping information and communication technologies;
 - c. analyze industry trends and evaluate their implications for stakeholders.

Curriculum The curriculum requires completion of 36 credits. The program must be completed within seven years. Most students finish the degree in two years. The program is available to part-time students and can be completed at the student's own pace through evening and online courses.

The 36-credit curriculum includes a 16-credit primary core requirement, a 9-credit secondary core, and a 3-credit exit requirement. The remaining 8 credits are taken as elective courses.

(1) *Primary Core* (13 credits). This set of five courses orients students to the information profession, management, policy, and the field of telecommunications. A capstone course gives students an opportunity to synthesize what they have learned. IST 601 and IST 653 are taken the first semester.

- IST 601 Information and Information Environments (one credit)
- IST 614 Management Principles for Information Professionals
- IST 618 Survey of Telecommunications and Information Policy
- IST 653 Introduction to Telecommunications and Network Management (gateway course)
- IST 656 Telecommunication and Information Network Technology
- IST 733 Advanced Telecommunication and Network Management

(2) *Secondary Core* (9 credits). Students must take at least one of the listed courses in each of the following streams. Additional courses from this list count as electives.

The TNM Technology Stream

- IST 634 Security in Networked Environments
- IST 639 Enterprise Technologies
- IST 648 Broadband Wireless Network Technologies
- IST 659 Data Administration Concepts and Database Management

The TNM Industry and Policy Stream

- IST 556 Wireless Interactive Communications
- IST 642 Electronic Commerce
- IST 775 Information Industry Strategies

The TNM Management Stream

- IST 619 Applied Economics for Information Managers
- IST 623 Introduction to Information Security
- IST 641 User-Based Design
- IST 645 Managing Information Systems Projects
- IST 775 Information Industry Strategies

(3) *Electives* (minimum 8 credits). The electives can include a 3-credit internship IST 971. Other courses not listed also may be available and applicable.

The TNM Technology Stream

- IST 553 Information Architecture for Internet Services
- IST 634 Security in Networked Environments
- IST 657 Basics of Information Retrieval Systems
- IST 659 Database Administration Concepts and Database Management
- IST 679 Electronic Commerce Technologies

ELE 658 Data Networks: Design, and Performance

CIS Unix Programming

CIS Java Programming

The TNM Management Stream

IST 619 Applied Economics for Information Managers

IST 626 Business Information Resources and Strategic Intelligence

IST 673 Strategic Planning in an Information-Based Organization

IST 775 Information Industry Strategies

The TNM Industry and Policy Stream

IST 619 Applied Economics for Information Managers

IST 626 Business Information Resources and Strategic Intelligence

4) Exit Requirement (3 credits). IST 754 is a capstone course and can only be taken after the completion of IST 601, IST 653, IST 614, IST 618, IST 656, IST 753, and at least 24 credits.

IST 754 Final Project in Telecommunications Systems (capstone course)

Courses

Information Studies

IST 500 Selected Topics 1-3 *SI*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

IST 502 New Directions in Academic Libraries 1-3 *SI*

Present state and future prospects of academic libraries in light of changes in the technology of scholarly communications and in the nature of higher education.

IST 503 Proposal Writing for the Information Field 1 *SI*

Researching and developing grant and contract proposals. Proposal evaluation process and key tools for finding grants and requests for proposals in the information sciences. Emphasis on preparing successful proposal packets.

IST 511 Introduction to the Library and Information Profession 3 *Y*

Key components of the field and its relationship to other fields and professions. General structure, issues and problems, research, and literature.

IST 522 Applied Information Security 3 *SI*

Applications of information security including hands-on experience. Students who successfully complete this course will understand how information security technology is applied to real systems. PREREQ: IST 555 OR IST 233 AND 346.

IST 523 Graphic Design for the Web 3 *Y*

Learn basic and advanced website design principles utilizing Adobe Photoshop and Flash, with emphasis on typography, color theory and layout. Understand and practice Flash Actionscript basics to create animation and dynamic web applications.

IST 553 Information Architecture for Internet Services 3 *Y*

Building and management of Internet information services, including information organization, information management, and information dissemination. Understanding of the use of Internet technologies within an organizational context. Practice with current technologies.

IST 556 Wireless Interactive Communications 3 *Y*

Applications, management, regulation, and technologies of wireless interactive media. Includes cellular radio, personal communications systems, wireless local loop and video platform services, wireless LANs and PBXs, and satellite-based systems.

IST 558 Technologies in Web Content Management 3 *SI*

Concepts and techniques in web content representation, organization, presentation, development, and management with the eXtensible Markup Language (XML), including basic XML syntax, vocabulary specification, data modeling, transformation, and Document Object Model (DOM).

IST 565 Data Mining 3 *SI*

Introduction to data mining techniques, familiarity with particular real-world applications, challenges involved in these applications, and future directions of the field. Optional hands-on experience with commercially available software packages.

IST 585 Knowledge Management 3 *SI*

Information systems behaviors that enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (internal and external, explicit and tacit) in order to enhance organizational productivity and competitiveness.

IST 600 Selected Topics 1-3 *SI*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

IST 601 Information and Information Environments 1 *Y*

A broad overview of the field and an orientation to the School of Information Studies. Describes the past, present, and future of information studies.

IST 604 Cataloging of Information Resources 3 *SI*

Cataloging rules, standards, and metadata schemes; bibliographic utilities; formats of print and nonprint materials; cataloging software; management issues.

IST 605 Reference and Information Literacy Services 3 *Y*

The discovery and use of print and electronic resources and delivery of services in libraries to meet information needs of varied patron communities in a broad range of contexts.

IST 606 Legal Information Resources and Services 3 *SI*

Legal research methods/materials and management of legal information resources. Includes federal, state, private, and international legal resources.

IST 609 Biomedical Information Services and Sources 3 *SI*

Development of medical libraries and information services. Bibliography of medicine and the allied health field. Development of computerized databases. Hands-on searching experience.

IST 611 Information Technologies in Educational Organizations 3 *SI*

Information and communications technologies, ethical issues, knowledge management tools, collaborative learning technologies, education databases, etc. On-site project field work constitutes a major portion of course requirements.

IST 612 Youth Services in Libraries and Information Centers 3 *Y*

Theories, practices, media, literature and emerging trends of youth services from preschool to high school are explored. A broad range of competencies necessary to work with youth in a variety of library settings are presented.

IST 613 Library Planning, Marketing, and Assessment 3 *Y*

User-focused planning, marketing, and assessment of activities that support core functions of libraries, such as collection development, systems, and public services.

IST 614 Management Principles for Information Professionals 3 *S*

Basic ideas, concepts and perspectives of management as they apply to the information professions. Students learn to understand and apply basic principles of organization theory and behavior and managerial techniques needed to improve organizational effectiveness.

IST 616 Information Resources: Organization and Access 3 *S*

Introduction to theories, tools, and standards for information organization and access, including cataloging rules and formats, content analysis, indexing, classification, and fundamentals of information retrieval systems.

PREREQ: IST 511.

IST 617 Motivational Aspects of Information Use 3 *SI*

Theories of motivation and behavior affecting information use in learning, workplace, and virtual environments. Emphasis on applying motivational theories and models to management practices in information organizations and to the design of information resources and presentations.

IST 618 Survey of Telecommunications and Information Policy 3 *S*

Public policy issues of the digital environment, including freedom of expression, intellectual property, economic regulations, privacy, security, access, standards, and dissemination of public information. Application of economic, legal, and political science concepts to policy analysis.

IST 619 Applied Economics for Information Managers 3 *Y*

Economic principles relevant to management of information functions in organizational contexts. Core micro-economic concepts applied to the marketplace for information products and services. Financial tools used for managing information systems and networks. PREREQ: IST 614.

IST 621 Introduction to Information Management 3 *Y*

Overview of general management concepts, IM implementation concerns and strategies, information life cycle management, and preparation for an IM career.

IST 622 Introduction to Preservation of Cultural Heritage 3 *Y*

Introduction to field of preservation of cultural heritage, including institutions, contexts and methodologies, concepts of place and culture, objects and resources for study; emphasis also on role of digital applications. Requires research project and presentation.

IST 623 Introduction to Information Security 3 S

Basic concepts and technologies of information security. Students who successfully complete this course will have a comprehensive overview of information security with some hands-on experience.

IST 624 Preservation of Library and Archival Collections 3 Y

Introduction to preserving library and archival collections, including paper, audio-visual, and digital objects.

IST 625 Enterprise Risk Management 3 Y

A multidisciplinary perspective of risk assessment, modeling, and management. Topics include: concepts of personal accountability versus governance and policy; how organizations define and measure risk and loss; and plan for contingencies. PREREQ: IST 623, 614, 618.

IST 626 Business Information Resources and Strategic Intelligence 3 SI

Content and structure of bibliographic and other information resources pertaining to business and strategic intelligence activities. Developing search strategies; understanding the information needs and uses of executives and managers working in business strategy and policy.

IST 627 What's the Big Idea: Technology Innovation 3 Y

Double Numbered with: IST 427
Innovation in information technology. Learn how to develop, grow and vet ideas and build teams ready to create a product, serve or business. Additional work required of graduate students.

IST 628 Organization/Management of Archival Collections 3 Y

Introduction to archival collections including theories and practices associated with archival work, the contexts of archival materials, the digital world, and the archival profession. Requires a collections project.

IST 629 Organizational Information Security 3 SI

Personnel/organizational skills for information security managers and officers: staffing, training, certification, incentives, and evaluation of information security personnel, non-security IT personnel, etc.; organizational development related to security awareness, threats, and responses; and ethics/codes of behavior in information security.

IST 631 Theory of Classification and Subject Representation 3 IR

Classification is a fundamental human activity as is forming an abstract representation of verbal information. Theoretical basis of classification and subject representation, attempts to automate these activities.

IST 632 Management and Organization of Special Collections 3 IR

Principles, methods, and techniques of management, development and organization of special collections such as rare books, archives, or pictorial materials, including issues such as bibliographic services and preservation.

IST 633 Enterprise Systems 3 SI

Crosslisted with: MFE 633
Technical overview of Enterprise Systems and their impact on organizations. The concepts, fundamentals, issues and technologies in planning, implementing and operating an Enterprise System. Current trends, issues, technologies and extensions. Laboratory exercises
PREREQ: CSE 581 OR IST 659.

IST 634 Security in Networked Environments 3 SI

Practical and theoretical knowledge of network security. Topics covered include security policies and their place in information technology (IT) and business plans, virtual private networks (VPNs), firewalls, public key infrastructures (PKI), and intrusion detection. PREREQ: IST 656.

IST 635 Collection Development and Access 3 SI

Advanced investigation of collection building, acquisition, and maintenance in libraries and information centers; user and collection analysis, collection development policies, digital resource acquisition and licensing, consortium collaboration, and ethical issues.

IST 637 Digital Information Retrieval Services 3 SI

Overview of multiple types of digital searching tools such as commercial bibliographic databases, web search tools, and specialty search tools. Focus on selection, understanding, and use of search tools, funding, and evaluation of tools and results. PREREQ: IST 605.

IST 638 Indexing and Abstracting Systems and Services 3 SI

Skills of abstracting and indexing, with analysis of existing secondary services and varieties of index forms. Both manual and computer-based models.

IST 639 Enterprise Technologies 3 Y

Coverage of management and technical architecture issues that comprise enterprise computing environments. In depth focus on identifying and solving large complex problems and using large computing systems to deploy enterprise scale solutions. Hands-on development on enterprise systems.

IST 641 User-Based Design 3 Y

System design based on users' cognitive perceptions of their situations, their work in addressing their situations, information needs, information and source use. Contrast to technology, content, or organization focused design strategies. Based on students' system design interests.

IST 642 Electronic Commerce 3 SI

Current developments in information systems and networks for electronic business transactions. Includes electronic data interchange, secure financial transactions, and evolving marketplace mechanisms. Social impacts and opportunities are discussed.

IST 645 Managing Information Systems Projects 3 Y

Double Numbered with: IST 445
Project management as a professional discipline in information and communication technology. Introduction to roles, activities, methods, and tools. Critical review and application of principles. Additional work required of graduate students.

IST 646 Storytelling 3 IR

Storytelling for all ages. Special application in education, librarianship, religion, and gerontology. Experiences in various techniques. Program development.

IST 648 Broadband Wireless Network Technologies 3 Y

Double Numbered with: IST 448
Technologies, standards, implementation, and management of advanced broadband wireless data systems. Includes examination of analog and digital wireless subsystems, antennas, access devices, and enterprise infrastructure components. Technical presentations, discussion of industry activities, and labs. Additional work required of graduate students. PREREQ: IST 656.

IST 649 Human Interaction with Computers 3 SI

Human performance characteristics, user/system communication design alternatives, user behavior research methods, information system organizational impact.

IST 653 Introduction to Telecommunications and Network Management 3 Y

Telecommunications management and application. Planning, design, implementation, and evaluation of voice and data networks, local and wide-area networks, and overall network management. Industry trends and career planning.

IST 656 Telecommunication and Information Network Technology 3 Y

Essential elements, hardware and software technologies in telecommunication and information networks. Design, maintenance and management considerations. PREREQ: IST 653.

IST 657 Basics of Information Retrieval Systems 3 SI

Design, development, and evaluation of information retrieval systems/search engines. Theoretical and applied perspectives on representing, storing, and accessing electronic information. Individual and team projects provide hands-on experience.

IST 659 Data Administration Concepts and Database Management 3 Y

Definition, development, and management of databases for information systems. Data analysis techniques, data modeling, and schema design. Query languages and search specifications. Overview of file organization for databases. Data administration concepts and skills. Credit cannot be given for both IST 659 and IST 658.

IST 661 Information Management in Schools 3 Y

Crosslisted with: EDA 754, IDE 754
Management of media centers. Information flow in school environment, analysis of curriculum, problem solving, management principles, development of information services for students, teachers, and administrators.

IST 662 Instructional Strategies and Techniques for Information Professionals 3 SI

Introduction to information literacy models for application to instruction in information organizations. Focus on strategies and techniques for designing, presenting, and evaluating information technology training and training materials for real clients.

IST 663 Motivation & Information Literacy 3 Y

Methods for designing and delivering information literacy skills instruction in schools. Exploration of appropriate interventions that support motivation for and learning of research and information problem-solving skills.

IST 664 Natural Language Processing 3 SI

Crosslisted with: CIS 668
Linguistic and computational aspect of natural language processing technologies. Lectures, readings, and projects in the computational techniques required to perform all levels of linguistic processing of text. Additional work required of graduate students.

IST 667 Information Technology for Libraries and Information Centers 3 SI

Introduction to computerized technology and its applications in libraries and information centers; management issues of the automation processes; and new directions in the use of technology in information-based settings.
PREREQ: IST 616.

IST 668 Literacy Through School Libraries 3 Y

Introduction to methods that support and reinforce classroom instruction in developmental reading and language acquisition processes and skills. Development of programs and services that foster self-expression, promote literature appreciation, and encourage information-seeking behaviors.

IST 673 Strategic Planning in an Information-Based Organization 3 Y

Linking information needs and technology support to organizational goals as a critical skill for professionals. How to develop a strategic planning process for information resources, identify strategic issues, link strategic planning with organizational mandates and mission, write a strategic plan with appropriate performance measures, implement the strategic planning process, and evaluate the planning system and outcomes.

IST 676 Digital Libraries 1-3 Y

Representation of information in digital libraries; mechanisms for retrieval; digital intermediation; sociopolitical environment for digital libraries.

IST 677 Creating, Managing, and Preserving Digital Assets 3 Y

Issues and trends in transferring analog and paper-based collections (including manuscripts, photographs, videos, and films) into digital collections.

IST 679 Electronic Commerce Technologies 3 S

Overview of e-commerce technologies and applications such as EDI, XML, JAVA, middleware, firewalls, encryption, payment systems, database integration, shopping-cart applications, cookies, transaction analysis, and application service providers. Programming experience recommended.

IST 681 Metadata 3 SI

Introduces metadata modeling, data binding, vocabulary, interoperability, administration, tools, quality control, and evaluation. Examines international metadata standards, activities, and projects through case studies. Students will have hands-on experience with metadata management systems such as D-Space.
PREREQ: IST 616 OR IST 558.

IST 683 Managing Information Technology-Enabled Change 3 SI

Fundamentals of information technology-enabled change management. Comparison with more traditional approaches that facilitate change. Estimating the magnitude of change efforts and identification of key stakeholders. Diagnosis through scoping and process models.

IST 684 idea2Startup 3 Y

Double Numbered with: IST 484
Students establish an actionable plan for the launch of their own business. Focus on establishing a well conceived, achievable and actionable path to market. Additional work required of graduate students. First offered in Spring 2011

IST 685 Social Networks in Libraries 3 Y

Understanding the use of social networking in librarianship including for patron use, marketing, and in the creation of new services to meet community needs. First offered in Spring 2011

IST 686 Social Media in the Enterprise 3 Y

Introduction to the use and management of social media technology with an organization, including strategies for use in an enterprise organization, creation of original content and exploration of policy concerns.

IST 688 Social Web Technologies 3 Y

Double Numbered with: IST 488
This course will educate students in the concepts and mechanisms of social networking in technologies through hands-on system design, development, implementation and management of these systems. First offered in Spring 2011

IST 710 Advanced Topics in Information Management Approaches and Strategies 3 IR

Critical and emerging issues in the management of information and other information resources. May include specialized information resources management approaches; advanced coverage of planning, budgeting, and procurement; mapping techniques for information services, sources, and systems; professional and ethical development of information resources management. R

IST 711 e-Government 3 Y

Explores current concepts and practices in Electronic Government at the international, national, state, and local levels. E-Government plays a central role in citizen government interaction, the provision of information and delivery of services.

IST 717 Advanced Library Management 3 SI

Management of academic, public, and special libraries. Relationship between library and its parent institution; internal organization and operation; library information policies; library financing; legislation affecting libraries.
PREREQ: IST 614.

IST 724 Database Security 3 SI

Assessment and analysis of database best practices that include: data security policy, access control, intrusion detection, data obscurity, fraud detection, encryption, virtual private databases and physical security.
PREREQ: IST 659.

IST 726 Enterprise Architecture: Concepts and Practice 3 Y

Documentation and management of information technology resources from a strategy and business driven perspective. Selection and use of frameworks, implementation methodologies, tools, and on-line repositories. Integrated views developed of processes, data, systems, services, and networks.

IST 727 Information Technology Capital Planning 3 SI

Establishment and management of information technology investment portfolios. Development and evaluation of business cases for potential and existing investments in information technology.

IST 728 Information Security Policy 3 SI

Designed for business, law, and technology students interested in information security as it impacts the management and operations of business and government. Information security policy and best business practices.

IST 745 Advanced Project Management 3 Y

This course focuses on the different knowledge areas of advanced project and program management and emphasizes skills/techniques required to successfully manage complex, multi-project scenarios. Objectives include understanding incremental activities involved when managing a multi-project environment.

IST 753 Advanced Telecommunication and Network Management 3 Y
Specific techniques used to manage intra- and inter-organizational telecommunication systems. Topics include: diagnosing voice and data needs/requirements, requesting and evaluating contractor proposals, administering maintenance plans, and evaluating traffic patterns.
PREREQ: IST 653,614.

IST 754 Final Project in Telecommunications Systems 3 Y
Capstone and exit requirement for the M.S. in telecommunications and network management. Applies technological and business knowledge to analysis of a specific telecommunication system or networking application. Cost-benefit comparisons of competing technologies or alternative configurations.
PREREQ: IST 601, 614, 618, 653 AND 753.

IST 755 Strategic Management of Information Resources 3 Y
Seminar. Integration of previous learning on the various components of management, user needs, and technologies. In-depth review and use of case studies on a range of critical information resources management areas.
PREREQ: IST 614.

IST 759 Planning and Designing Digital Library Services 3 SI
Hands-on clinical experience planning and designing digital library services.
PREREQ: IST 676 AND 677.

IST 769 Advanced Database Administration Concepts and Database Management 3 SI
In-depth analysis of databases and database management system architecture, building complex database objects, database applications using forms and reports, data warehouses, establishing and implementing database security, and tuning databases for optimum performance.
PREREQ: IST 659.

IST 770 Advanced Topics in Research Methods 1-3 IR
Research methods used in information studies. May include designs for survey, experimental or historical research; data collection. Statistical methods, content analysis, computer simulation, model simulation, and model building. R

IST 775 Information Industry Strategies 3 SI
Issues in converging information industry sectors such as hardware, software, telecommunications, information services, and content.

IST 776 Research Methods in Information Science and Technology 3 Y
Philosophies, approaches, and practices of research in information transfer. Statistics as a tool and as a framework for understanding the research process.

IST 777 Statistical Methods in Information Science and Technology 3 Y
Classical statistical procedures used in information transfer research. Emphasis on underlying rationale for each procedure and on criteria for selecting procedures in a given research situation.
PREREQ: IST 776.

IST 778 Elicitation and Analytical Techniques for Information Science 3 SI
Techniques for data elicitation and analysis for research in information science and technology. Includes intellectual history, assumptions, procedures, and practical experience with a range of techniques, including both qualitative and quantitative approaches.

IST 790 Advanced Topics in Information Organization 1-3 SI
May include the organization of bibliographic information in libraries, information centers, and retrieval systems; vocabulary control in information retrieval systems, classification theory; problems in the organization of media. R

IST 800 Information Studies Seminar 1-3 SI
Selected areas within the information field, emphasizing related disciplines and their relationships to the diagnosis of information needs and the collection, storage, management, regulation and dissemination of information. R

IST 810 Practicum in Research 2 S
Practical experience in the research process. Students write proposals, discuss ongoing research, prepare critiques of research designs, and engage in all aspects of the research process. R

IST 820 Seminar in Research Methods 3 SI
Principles and applications of appropriate research techniques, including probability and statistics, sampling theory, operations research models, survey techniques, interviewing, observation, and experimental design. Problem formulation, proposal writing, preparation and presentation of final report. R

IST 830 Seminar in Information Systems 3 SI
Theory and practice in the analysis, design, management, and evaluation of existing and hypothetical information systems, including computerized storage and retrieval systems, libraries, management systems, and networks. R

IST 840 Practicum in Teaching 1-2
Practical experience in the teaching process. Students write syllabi, classroom assignments, or presentations; discuss ongoing teaching assignments; prepare critiques of classes; and engage in all aspects of the teaching process. R7, 8 credits maximum

IST 880 Intensive Seminar 1 SI
Residential seminar for Doctorate of Professional Studies distance students. Skill building and mentoring for doctoral coursework and dissertation preparation. Portfolio evaluation of work accumulated during the semester. R5, 6 credits maximum

IST 970 Internship 1-6 S
Participation in a supervised and evaluated field experience. Requires contract approved by advisor, faculty supervisor, and field agency before registration. R

IST 971 Internship in Information Studies 1-6 S
Fully supervised internship experience. Prereq: IST master's students only. Must meet GPA requirements and complete a learning agreement with site supervisor. R1, 6 credits maximum

IST 972 School Media Practicum 1-6 S
Fully supervised and evaluated school-based library experience at the elementary and secondary levels. Includes online seminar. Must meet GPA/program requirements and complete a learning agreement with site supervisor. R

IST 997 Thesis 1-6 SI

IST 999 Dissertation 1-15 SI
R

Faculty

Marilyn Arnone, Associate Research Professor
Ph.D., Syracuse University, 1992
Children's curiosity and learning, information literacy, creativity

Bahram Attaie, Senior Instructor
Computer Science, M.S.
Networking and database programming

Robert Benjamin, Professor
B.S., University of Pennsylvania, 1948
Strategic management of the IS function, evolution of electronic commerce, change management, societal impacts of information technology

Scott Bernard, Professor of Practice; Director of Executive Education
Ph.D., Virginia Tech., 2001
Enterprise architecture and capital planning, public and private sector chief information officers, federal policy development on information resources management

Susan Bonzi, Associate Professor; Director of Instructional Quality
Ph.D., University of Illinois at Urbana-Champaign, 1983
Image retrieval systems, bibliometrics, linguistic applications in information retrieval

Carlos E Caicedo Bastidas, Assistant Professor
Ph.D., University of Pittsburgh, 2009
Security, wireless networks, software development, telecommunications management

Derrick Cogburn, Associate Professor
Ph.D., Howard University, 1997
International information and communication technology policy, multistakeholder participation in global governance

Kevin Crowston, Professor
Ph.D., Massachusetts Institute of Technology, 1991
Organizational implications of information technologies, electronic markets, computer-supported cooperative work with electronic commerce, open source software development, virtual organizations

Michael D'Eredita, Assistant Professor
Ph.D., Syracuse University, 1998
Organizational learning and change, skill acquisition, high performance (virtual) teams

Jason Dedrick, Associate Professor
Management, Ph.D.
Economic development, industrial policy, technology diffusion, globalization of IT

David Dischiave, Professor of Practice
M.S., Regis University, 2003
Experiential learning in the classroom, process and data modeling techniques, object-oriented software engineering principles and database management systems

Susan Dischiave, Professor of Practice
M.S., Regis University, 2003
Experiential learning in the classroom, process and data modeling techniques, object-oriented software engineering principles and database management systems

Renee Franklin, Assistant Professor
Ph.D., Florida State University, 2006
School media specialist preparation, censorship in public and private schools, library history, increasing the level of participation of underrepresented ethnic groups in library and information science education

Paul Gandel, Professor
Ph.D., Syracuse, 1986
Management of information systems, library administration and services, software engineering, information policy, and visualization of information

Martha Garcia-Murillo, Associate Professor
Ph.D., University of Southern California, 1998
Policy, regulation, telecommunications, infrastructure, access

Robert Heckman, Senior Associate Dean
Ph.D., University of Pittsburgh, 1993
Emergent leadership in virtual teams, distance learning, teaching and learning strategies for information professionals

Jill Hurst-Wahl, Professor of Practice
M.L.S., University of Maryland, 1983
Library science, information technology, entrepreneurship, business intelligence, digitization

Michelle Kaarst-Brown, Associate Professor
Ph.D., York University, 1995
Strategic management of IT, assessment of strategic risks and opportunities of information and communication technologies, social implications of IT

Bruce Kingma, Professor, Associate Provost for Entrepreneurship and Innovation
Ph.D., University of Rochester, 1989
Economics of information, digital library economics, cost-benefit analysis

Barbara Kwasnik, Professor
Ph.D., Rutgers University, 1989
Classification theory, research methods for classification, genre, naming, knowledge organization

R. David Lankes, Associate Professor
Ph.D., Syracuse University, 1999
Digital libraries for education, digital reference, metadata, education information

Kenneth Lavender, Professor of Practice
Ph.D., University of California at Santa Barbara, 1972
Rare books, preservation, digital reference, preservation of information, and digital reference services

Elizabeth Liddy, Dean and Trustee Professor
Ph.D., Syracuse University, 1988
Natural Language Processing (NLP), cross-language retrieval, data mining, text mining, automatic metadata generation, health informatics

Ian MacInnes, Associate Dean for Academic Affairs, Associate Professor
Ph.D., University of Southern California, 1998
Information industry strategy, electronic commerce compatibility standards, international business, convergence, telecommunications

Nancy McCracken, Associate Research Professor
Ph.D., Syracuse University, 1979
Natural language processing, information extraction, question answering, knowledge representation, and machine learning

Lee McKnight, Associate Professor
Ph.D., Massachusetts Institute of Technology, 1989
Wireless grids, nomadicity, convergence of the Internet and telecommunications industries, Internet economics and policy, national and international technology policy

David Molta, Assistant Dean and Professor of Practice
M.P.A., University of North Texas, 1982
Mobile and wireless information systems, technology education, network systems design and management

Milton Mueller, Professor
Ph.D., University of Pennsylvania, 1989
Telecommunications industry liberalization, Internet governance, domain names and trademarks, broadband regulation, globalization and trade in telecom and audiovisual services, telephone numbering resources, international institutions governing communication and information

Scott Nicholson, Associate Professor
Ph.D., University of North Texas, 2000
Data warehousing, data mining, bibliomining process, web search tools, new methods for distance education

Michael Nilan, Associate Professor
Ph.D., University of Washington
Virtual communities, user-based system design, cognitive behavior, information seeking and use, knowledge management, intranets as collaborative virtual environments, functional linguistic structures for data organizations

Megan Oakleaf, Assistant Professor
Ph.D., University of North Carolina-Chapel Hill, 2006
Evolution and assessment of information services; theories, methods, and assessment of user education; information literacy frameworks and instruction; information services in academic libraries

Carsten Oesterlund, Associate Professor
Ph.D., Massachusetts Institute of Technology, 2002
Distributed and virtual work, organizational learning and knowledge, IT use and organizational boundaries, document and genre analysis, computer-supported collaborative work

Joon Park, Associate Professor
Ph.D., George Mason University, 1999
Information and systems security; security policies, models, mechanisms, evaluation, survivability, and applications

Jian Qin, Associate Professor
Ph.D., University of Illinois at Urbana-Champaign, 1996
Representation of learning objects, knowledge organization structure, organization of distributed information, knowledge discovery in bibliographic databases, scientific communication

Anthony Rotolo, Professor of Practice
M.S. in Information Management
Social media, e-government, online safety, privacy, augmented reality

Jeffrey Rubin, Professor of Practice
M.S., Syracuse University, 1997
Content/knowledge management systems, web-based management tools (including log analysis), user behavior on the Internet

Steven Sawyer, Associate Professor
D.B.A., Boston University, 1995
Social informatics, design and development of information systems, project management, role of information and communication technologies relative to organizational and social change

Ruth Small, Meredith Professor
Ph.D., Syracuse University, 1986
Motivation, information literacy, distance learning

Jeffrey Stanton, Associate Dean for Research and Doctoral Studies
Ph.D., University of Connecticut, 1997
Impacts of organizational behavior on information security, cognitive-affective models of motivation, evaluation and behavior, organizational and societal impacts of engineering, science and technology, research methods including psychometrics and statistics

Zixiang (Alex) Tan, Associate Professor
Ph.D., Rutgers University, 1996
Applications and implications of technology, telecommunications, governmental policy and regulations, wireless networking

Arthur Thomas, Professor of Practice
Ph.D., SUNY Buffalo, 1990
Performance improvement, project management, data networking engineering, instructional design, information systems management

Howard Turtle, Associate Research Professor
Ph.D., University of Massachusetts, Amherst, 1991
Design and implementation of retrieval systems, operating system support for large databases, text representation techniques, automatic classification, text and data mining, automated inference techniques

Murali Venkatesh, Associate Professor
Ph.D., Indiana University, 1991
Broadband community network planning, reflective practice, planning and design of technological systems, applications for communities

Carlos Villalba, Senior Instructor
Ph.D. (ABD), Syracuse University
IT security, open source applications, emerging technologies, distance education

Jun Wang, Assistant Research Professor
Ph.D., University of Illinois, Urbana-Champaign, 2006; Ph.D., Chinese Academy of Sciences, 1997
Socially intelligent computing, social tagging, visualization of statistical data

Ozgur Yilmazel, Assistant Research Professor
Ph.D., Syracuse University, 2006
Natural language processing, software development, information access, information retrieval, text categorization

Bei Yu, Assistant Professor
Ph.D., University of Illinois, Urbana-Champaign
Text mining, opinion mining, media mining, political opinion and ideology

Ping Zhang, Professor
Ph.D., University of Texas at Austin, 1995
Broad issues in human-computer interaction; individual responses to IT; affective, cognitive, and behavior aspects of human interaction with technology; user-centered information systems design and evaluation; business information visualization; technology-assisted education

College Of Law

Hannah R. Arterian, Dean
446 College of Law
law.syr.edu/



About The College Of Law

Message from Dean Arterian

Why study law? Each law student undertakes an exciting and rigorous journey. This journey expands analytical skills, knowledge in a professional discipline that informs all aspects of society-locally, nationally and globally. Law graduates are distinctly capable of engaging the issues most critical to any community. More than ever in our history every area of endeavor has some legal overlay-the law informs every issue. The law and the policies it drives interconnect with the environment, technology, media, foreign policy, architecture, the family, human rights and medicine. In fact, the list is as long as your imagination takes you. These limitless connections make a legal education so compelling and so important. The agenda you create, the path you take, the intellectual interests you bring with you and the ones you generate throughout your life, will be profoundly enhanced by an outstanding legal education. It would be difficult to find something the law doesn't influence. Legal education prepares you for meeting the challenge of an increasingly complex world. A law degree has value whether you choose to practice law or to join the foreign service; whether you start your own company or serve as counsel to a college or university; whether you work in the technology industry or in a hospital; whether you write a novel or edit a newspaper; serve as a public defender or work in the justice department. You name the career and law applies.

Syracuse University College of Law provides every opportunity you need to create your future. This website will give you a preview of what you can anticipate as a law student here. Read about our outstanding faculty, our wonderful facility and law library, the wide range of courses and the excellent programs, clinics and joint degree opportunities designed to provide you with the skills you need to make full use of your education. We start with a firm grounding in courses you need to build on, and then you choose your direction, with the advice and assistance of faculty and staff who really care. All of this on the campus of a great University with all it has to offer, at a law school with a long history and an eye on the future.

No introduction can give you more than a taste of our community and what we have to offer. I hope you will think seriously about pursuing your legal education here at Syracuse. I encourage you to contact us with questions and to keep an eye on our website because new things happen all the time and I hope they will interest you.

Dean and Professor of Law

Academic Rules & Regulations

<http://www.law.syr.edu/pdfs/0Academic%20Handbook.pdf>

Admission

Applicants to the College of Law are not required to present college credit in specialized subjects. A broad general education is better preparation for law study than specialized study in related subjects. Above all, prospective law students should be able to use language effectively; that is, they should have the ability to communicate ideas orally and in writing with precision, clarity, and style. Thus, any undergraduate or graduate program that enhances this ability should be actively pursued.

In reviewing applications, the Admissions Committee considers Law School Admission Test (LSAT) scores and writing samples, records of prior academic performance, academic letters of recommendation, and any other documentation submitted by applicants indicating likely success in the demanding law school curriculum and legal profession.

The College of Law recognizes the racial and gender imbalance existing in the legal profession and the public interest in augmenting the number of lawyers from groups that have been traditionally underrepresented in the profession. Therefore, the College of Law encourages qualified members of these groups to apply for admission.

For further information, contact the Office of Admissions and Financial Aid, Suite 340, Syracuse University College of Law, Syracuse NY 13244-1030; 315-443-1962. The College of Law's web site is located at <http://law.syr.edu/>

Enrollment In Law Courses

On a space-available basis, matriculated Main Campus graduate students may enroll in a limited number of courses at the College of Law with special approval of the Senior Assistant Dean for Student Life. Matriculated Main Campus graduate students wishing to take law courses should follow this procedure:

1. Meet with an academic advisor in the Office of Student Life at the College of Law, Suite 444, prior to in-person registration and complete the necessary forms.
2. If space is available, get permission and signature from the law professor to enroll in the course.
3. The approved forms will be submitted to the College of Law Office of Student Administration and Registrar for processing and to receive a permission number.

Students should contact the dean of their home college to determine whether law courses can be applied toward their graduate degree.

The mere enrollment in a course offered by the College of Law does not constitute admission to the college. Students must be matriculated in the College of Law to receive law credit toward the J.D. degree. Consequently, law credits taken prior to admission to the College of Law will not be accepted toward the J.D. degree.

Joint Degree Programs

Joint degree study is an integral part of academic life in the College of Law to the extent that students who desire a greater degree of specialization may select from a number of interdisciplinary opportunities. Those interested in enrolling in a joint degree program must apply and be admitted to both the

College of Law and the other appropriate school or college of the University. Admission to the College of Law does not guarantee one's acceptance into another graduate program. Most students apply for admission to their joint degree program during the first year of law school. However, applicants may be admitted to joint degree candidacy before beginning the first year of law study. In those instances, students postpone the start of the other graduate degree until the first year of law school is completed.

Joint degree programs are structured so that students can earn both degrees in substantially less time than required to earn each degree separately. Students in the joint degree programs must complete their first year of study in the College of Law. Formal joint degree programs designed to fit career objectives are available in public administration, business administration, accounting, information science and education as listed below.

Any student interested in a particular law-related discipline may seek admission as a candidate for a joint degree. Admission to joint degree candidacy is made upon petition and must be approved by the College of Law. Students seeking to enroll in a joint degree program are assigned a faculty advisor and prepare a comprehensive plan of proposed study with the advisor's assistance.

Further inquiries regarding joint degree programs may be directed to the Office of Student Life, Suite 444, Syracuse University College of Law, Syracuse NY 13244-1030; 315-443-1146.

For further information, please contact the College of Law Admissions Office, 315-443-1962, <http://law.syr.edu/admissions>

Current College of Law Students: please contact the College of Law Office of Student Life, 315-443-1146, <http://law.syr.edu/students>

J.D./M.B.A. And J.D./M.S. In Accounting Or Finance

Business and industry must take public and private law into account in all decisions. The College of Law and the Martin J. Whitman School of Management have responded by creating joint degree programs in business administration and accounting. Students may obtain a J.D. and M.B.A. or M.S. in accounting or finance in four years instead of the five years necessary when both programs are pursued separately. These programs are particularly appropriate for students with career objectives in corporate law, tax law, or labor law. J.D./M.B.A. students generally complete program requirements in four academic years. Program structure for the J.D./M.S. in accounting or finance varies substantially depending on the student's accounting and management background and desire for certification. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

J.D./M.S. In Cultural Foundations Of Education

The joint degree program in law and education, with a concentration in disability studies, offers students the opportunity to earn a J.D. and an M.S. in Cultural Foundations of Education. Eligible joint degree students also may earn a certificate of advanced study (CAS) in disability studies, which is a New York State-approved concentration. Disability studies applies legal, social, cultural, historical, and philosophical perspectives to the study of disability in society. Students may obtain the J.D. and M.S. in three years instead of the four necessary to earn both degrees independently. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

J.D./M.S. In Forensic Science

For those entering the legal profession, an understanding of the scientific analysis of evidence can greatly contribute to their effectiveness both in and out of court. Both forensic science methods and their handling in court proceedings have undergone marked changes over recent years, and knowledge of both aspects will best prepare students for their future encounters with forensic evidence.

The Juris Doctor/Master's of Science in Forensic Science (General Forensic Track or Forensic Laboratory Track) are combined degrees which may be conferred by the College of Arts and Sciences and the College of Law. A student who is admitted to one of these programs has the opportunity to obtain both the J.D. degree and the M.S. Forensic Science degree in substantially less time than would be required were the two degrees to be obtained independently.

J.D./M.S. In Library And Information Science

The Juris Doctor/Master of Science in Library and Information Science is a combined degree which may be conferred by the School of Information Studies and the College of Law. Students admitted to this program have the opportunity to obtain both the Juris Doctor and the M.S. in Library and Information Science in substantially less time than would be required were the two degrees obtained independently. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

J.D./Master In Public Administration

Students may earn a joint J.D./Master of Public Administration through the College of Law and the Maxwell School of Citizenship and Public Affairs at Syracuse. The public administration program educates individuals to work in government agencies and in organizations that conduct substantial business with government agencies. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed. Students may obtain the J.D. and M.P.A. in three years instead of the four necessary to earn both degrees independently.

Law In London

Train With London's Leading Legal Practitioners

Syracuse University College of Law proudly offers one of the nation's longest-running Law in London programs, where students learn from London's leading legal practitioners. During an eight-week summer experience, students gain international exposure to clients, partner with professionals for personalized mentoring, and enjoy boundless cultural opportunities—in one of the world's most dynamic cities.

Who is eligible?

Any full-time or part-time American or Canadian law student who is in good standing at his or her current institution is encouraged to apply. The program is approved by the ABA and is offered as part of the fully accredited curriculum of Syracuse University College of Law.



Will this impact my career?

Rigorous coursework and hands-on learning experiences cultivate a student's ability to pursue a career in international law. Individuals who attend the Law in London program are supervised by American faculty who assist with housing, internships, and mentoring. Students engage in a variety of organized internship placements in criminal law and trial law, at financial and governmental institutions, and in corporate settings.

Click here to learn more about the Law in London summer program.

Apply today!

February 15 is the deadline to apply for the summer Law in London experience. For more information, contact Associate Dean Chris Day at ccday@law.syr.edu or Associate Professor Aviva Abramovsky at aabramov@law.syr.edu.

Law in London Application



Master Of Public Health

Contact: Thomas H. Dennison, Ph.D., Associate Director
426 Eggers Hall; 315-443-9060; thdennis@maxwell.syr.edu

www.upstate.edu/cnymph

The Master of Public Health (M.P.H) degree is a collaborative program, sponsored jointly by SUNY Upstate Medical University (UMU) and Syracuse University (SU). Participating colleges at Syracuse University include the Maxwell School of Citizenship and Public Affairs, the College of Human Ecology, L.C. Smith College of Engineering and Computer Science, and the College of Law.

The program is designed to prepare students in the basic knowledge areas in public health through a core curriculum of required courses; extend that knowledge through elective coursework and through practical skills honed in field experiences; and demonstrate an integration of that knowledge through a culminating experience. The basic knowledge areas include: biostatistics, epidemiology, environmental health, health policy and management and social and behavioral sciences. A minimum of 42 credits is required for the degree, consistent with the accreditation criteria for public health programs promulgated by the Council on Education for Public Health.

The M.P.H. student body consists of individuals with a variety of backgrounds and preparations, including students directly out of undergraduate school with a relevant baccalaureate degree as well as professionals with graduate degrees and significant work experience in public health administration or clinical care. Students will be prepared for career opportunities in public health administration, leadership roles in private agencies involved in public health delivery and advocacy, research, and clinical care broadened by an understanding of the health care delivery system and grounded in public health practice.

Admission

Students interested in the M.P.H. must complete an application online at:

http://www.upstate.edu/cnymph/academic/mph_degree/how_to_apply.php

Academic Offerings

Law

Syracuse University College of Law awards the Juris Doctor degree to students who successfully complete a minimum of 87 credits of prescribed and elective coursework taken during a period in residence equivalent to six full-time academic semesters. Each student must earn a cumulative grade point average and a final-year grade point average of 2.2 on a 4.0 scale to satisfactorily complete the course of study.

For further information, please contact the College of Law Admissions Office, 315-443-1962, admissions@law.syr.edu

J.D./Cultural Foundations Of Education M.S. Joint Degree Program

Contact the College of Law Admissions Office, 315-443-1962, admissions@law.syr.edu

Law School

Cultural Foundations of Education

The College of Law's joint degree program in law and education, with a concentration in disability studies, offers students the opportunity to earn a J.D. and an M.S. in Cultural Foundations of Education. Eligible joint degree students also may earn a certificate of advanced study (C.A.S.) in disability studies, which is a New York State-approved concentration. Disability studies applies legal, social, cultural, historical, and philosophical perspectives to the study of disability in society. Students may obtain the J.D. and M.S. in three years instead of the four necessary to earn both degrees independently. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

Current College of Law Students: please contact the College of Law Office of Student Life, 315-443-1146, studentlife@law.syr.edu

Law/Forensic Science

J.D./M.S. IN FORENSIC SCIENCE

For those entering the legal profession, an understanding of the scientific analysis of evidence can greatly contribute to their effectiveness both in and out of court. Both forensic science methods and their handling in court proceedings have undergone marked changes over recent years, and knowledge of both aspects will best prepare students for their future encounters with forensic evidence.

The Juris Doctor/Master's of Science in Forensic Science (General Forensic Track or Forensic Laboratory Track) are combined degrees which may be conferred by the College of Arts and Sciences and the College of Law. A student who is admitted to one of these programs has the opportunity to obtain both the J.D. degree and the M.S. Forensic Science degree in substantially less time than would be required were the two degrees to be obtained independently.

J.D./Master Of Science In Library And Information Science

The Juris Doctor/Master of Science in Library and Information Science is a combined degree which may be conferred by the School of Information Studies and the College of Law. Students admitted to this program have the opportunity to obtain both the Juris Doctor and the M.S. in Library and Information Science in substantially less time than would be required were the two degrees obtained independently. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

For further information, please contact the College of Law Admissions Office, 315-443-1962, admissions@law.syr.edu.

Current College of Law Students: please contact the College of Law Office of Student Life, 315-443-1146, studentlife@law.syr.edu.

JD/MBA & JD/MS In Accounting Or Finance

J.D./Master of Business Administration and J.D./Master of Science in Accounting or Finance

Business and industry must take public and private law into account in all decisions. The College of Law and the Martin J. Whitman School of Management have responded by creating joint degree programs in business administration and accounting. Students may obtain a J.D. and M.B.A. or M.S. in accounting or finance in four years instead of the five years necessary when both programs are pursued separately. These programs are particularly appropriate for students with career objectives in corporate law, tax law, or labor law. J.D./M.B.A. students generally complete program requirements in four academic years. Program structure for the J.D./M.S. in accounting or finance varies substantially depending on the student's accounting and management background and desire for certification. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

For further information, please contact the College of Law Admissions Office, 315-443-1962, admissions@law.syr.edu

Current College of Law Students: please contact the College of Law Office of Student Life, 315-443-1146, studentlife@law.syr.edu

Program Overview

Law/Public Administration

A longstanding and popular joint degree exists between the Department of Public Administration and Syracuse University's College of Law. Students can prepare for a career that rests on the nexus of law and public administration with the JD/MPA degree. Students must apply and be admitted to both programs separately and will complete the entire first year in the College of Law prior to matriculation into the MPA degree. Due to the calendar nature of the MPA program, this challenging joint degree, one of the oldest of its kind anywhere, can be completed in three years (the same time needed for a JD alone).

Certificate Overview

Post-Conflict Reconstruction

Administered by the Institute for National Security and Counterterrorism (INSCT), the Certificate of Advanced Study in Post Conflict Reconstruction (PCR) combines interdisciplinary courses, seminars, and internship opportunities to offer graduate and law students the unique opportunity to prepare themselves professionally for a career in a wide range of post-conflict stabilization, reconstruction and peacebuilding environments. For award of the Certificate, participating graduate and law students will complete 12 credits (3 courses and 1 capstone course/project/internship). Classes are offered in almost all Maxwell departments as well as the College of Law, Newhouse School of Communications, and Whitman School of Management. Additional information about INSCT and the certificate program is available at <http://www.insct.syr.edu/>, and the INSCT office, 402 MacNaughton Hall.

Courses

Law

LAW 601 **Civil Procedure** 4 Y

Procedural processes that guide the adjudication of civil actions in American courts. Allocation of judicial power between federal and state courts, focusing on the Federal Rules of Civil Procedure. Fundamental policies underlying particular procedural rules.

LAW 602 **Constitutional Law** 3 Y

This course covers (1) Judicial Review in all its aspects, including the Case and Controversy Doctrine, and (2) Structure, that is, Federalism (Federal and State regulatory and taxing powers) and Separation of Powers/Checks and Balances among the branches of the federal government.

LAW 603 **Contracts** 5 Y

Legal protection afforded promissory agreements. Contract interpretation; contract formation, including offer and acceptance, mutual assent, and consideration. Parties affected by contracts and remedies for breach of contract.

LAW 604 **Criminal Law** 3 Y

Elements of various crimes and problems of statutory construction and interpretation. Substantive defenses, emphasizing the defense of insanity, as well as attempts and the specific crimes of conspiracy, theft, and homicide.

LAW 607 **Property** 5 Y

Problems concerning the possession of land and chattels. Methods of acquiring title to personal property, possessory and concurrent estates, and landlord and tenant problems. Historical introduction to real estate, including future interest, real covenants, and easements.

LAW 608 **Torts** 5 Y

Imposition of liability for personal wrongs as viewed by traditional tort law and current alternatives. Historical development and policy basis of liability for various types of injury-producing conduct, including intentional torts, negligence, and strict liability.

LAW 609 **Legal Communications and Research I & II** 2 S

Fall Semester: Introduction to basic lawyering skills, including legal analysis, citation, and court hierarchy and application of these skills to complex factual situations in a mock law firm setting. Spring Semester: Continuation of Legal Communications and Research. Skills introduced this semester include legal research, oral argument, and the written presentation of legal arguments in persuasive form. R

LAW 610 **Legislation & Policy** 3 Y

Students will be able to choose from among several specialized first-year elective courses including disability law, employment discrimination law, family law, health law, Indian law, special education law, voting rights, and violence against women. In each of these courses, students will explore the institutions and processes of public law making, including an examination of statutory interpretation and legislative and administrative process, as applied to the particular substantive area of law.

LAW 690 **Legal Communications & Research III** 2 S

A variety of courses that build on the skills learned in the first two semesters of the Legal Communication and Research Program. The courses focus more specifically on practice areas (such as civil litigation, criminal litigation, and transactional drafting) as well as courses that focus on legal writing (such as theories and strategies in persuasive writing and revising and editing legal prose).

LAW 699 **Constitutional Law II** 3 Y

A continuation of Constitutional Law I (LAW 602) for second-year law students. Must be taken fall semester of second year. This course covers Individual Rights, that is, Due Process, Equal Protection and the First Amendment, including freedom of speech, the press and religion.

LAW 700 **National Security Law** 3 Y

Obtaining information about the government; restraints on publication; government surveillance; travel restrictions; war and emergency powers; nuclear weapons issues; civil disobedience and draft issues.

LAW 701 **Accounting for Lawyers** 2 IR

Principles of financial accounting applied to business entities: proprietorships, partnerships, and corporations; accounting for and tax implications of business organizations; and problems with estates and trusts. Not open to students who have more than one year of accounting.

LAW 702 **Administrative Law** 3 Y

Nature and function of the administrative process. Procedural constraints on administrative investigation, adjudication, and rule making; judicial review of agency action.

LAW 703 **Deferred Compensation** 2 IR

Tax and other consequences of various plans of deferred compensation for executives and other employees.

LAW 704 **Commercial Transactions** 4 Y

Commercial practices under the Uniform Commercial Code, particularly sales, commercial paper and bank collections, letters of credit, bulk transfers, and secured transactions; business background, planning, and counseling.

LAW 705 **International and Comparative Labor and Employment Law** 3-4 IR

With the forces of globalization as a backdrop, this course develops labor and employment law in the context of the national laws of countries important to the global economy including the U.S., the European countries, China, Japan and India. These national jurisdictions are highlighted by considering international labor standards promulgated by the International Labor Organizations as well as the rulings and standards that emerge from regional trade arrangements, such as the labor side accord to NAFTA and the European Union. Across all these different sources of law, this course considers the law of individual employment, collective labor law dealing with unionization as well as the laws against discrimination, the laws protecting privacy and the systems used to resolve labor and employment disputes.

LAW 706 **Conflict of Laws** 3 IR

Legal rules applicable to disputes with contacts to more than one state or country; the historical development of such rules; and their application in contract, tort, property, and other cases.

LAW 707 **Health Law** 3 IR

Law as it affects the professionals and institutions that deliver health care in the United States. Will primarily address four major concerns: quality of health care, cost of health care, equitable access to health care, and respect for the patient.

LAW 708 **Constitutional Criminal Procedure - Investigative** 3 Y

Constitutional and statutory requirement for investigative procedures in criminal cases. Topics include searches, seizures, lineups, confessions, and electronic surveillances.

LAW 710 **Sexual Orientation & the Law** 3 IR

Legal issues as they affect the lives of lesbians, gays, and bisexuals in the United States. Constitutional law, employment law, family law, property law, criminal law, and estate planning will be the areas of primary focus.

LAW 711 **Land Use and Zoning Law** 3 IR

This course will involve an examination of basic land use and zoning laws. Attention is paid to a variety of zoning and regulatory tools as well as to local laws addressing environmental concerns. This includes basic zoning, density controls, variances, exceptions, special uses, exactions, inclusionary and exclusionary zoning, and the takings issue. The focus of the course will be on the importance of private property rights and the protection of those rights in the context of public controls and regulations. The course will examine the way in which public and private claims to land are resolved through a mix of market and non-market mechanisms.

LAW 712 Corporations 4 Y

This is a business organizations course covering both unincorporated businesses and corporations. The first half of the course pertains to small business forms: partnerships; LLCs and close corporations. The balance covers public corporations, including regulation under securities laws.

LAW 713 Adv. Constitutional Law 3 IR

Selected topics concerning the First Amendment.

LAW 715 Wills and Trusts 3 Y

Law governing interstate succession; execution, and revocation of wills; inter vivos will substitutes; the creation, nature, and revocation of trusts.

LAW 716 Environmental Law 3 IR

Pollution control and toxic substance regulation; the ends and means of environmental protection; the institutional responsibilities of legislatures, agencies, and courts.

LAW 717 Estate & Gift Taxation 4 Y

Taxation of transfers during life and at death. Planning and alternative modes of disposition.

LAW 718 Evidence 4 Y

Procedural and substantive rules of evidence. Judicial notice, presumptions and burdens of proof, rules governing the receipt of oral and documentary evidence, impeachment, direct and cross-examination, competency, hearsay, privileges, and the best evidence rules.

LAW 719 Legal Psychology 3 IR

An important goal of the legal system is to guide, constrain, and react to human behavior. In doing so, the law makes numerous assumptions about people's thoughts, beliefs, attitudes, and conduct—assumptions that may or may not be true. Psychology, as the empirical study of human thoughts, beliefs, attitudes and conduct, is in an important position to evaluate such assumptions. Over the past several decades, increasing numbers of social scientists have devoted substantial attention to the systematic study of law and legal institutions. At the same time, social scientists themselves are testifying as experts in increasing numbers, and encouraging courts and policy-makers to use research evidence in adjudicating court cases and in setting public policy. This course will provide a survey of research in psychology as it relates to the legal and political process. Among the topics covered may be jury decision-making, the insanity defense, negotiation, race, trial consulting obscenity and pornography, and capital punishment. Each topic will be considered from both a theoretical and an applied perspective.

LAW 720 Family Law 3 Y

State regulation of family relations. Family autonomy, marital and nonmarital contracts, adoption. Issues in divorce: separation agreements, spousal and child support, property division, and child custody.

LAW 721 Federal Courts 3 Y

Essential functions of federal courts. Relationships between federal courts and the other branches of the federal government, the states, and the individual.

LAW 722 Federal Income Tax I:**Individual Tax 4 Y**

Law and policy regarding the taxation of income of the individual taxpayer, including characteristics of income, personal and business deductions, principles of income splitting and tax accounting, dispositions of property, capital gains.

LAW 723 Federal Income Tax II: Taxation of Business Transactions 3 Y

Income tax problems of the corporation and its shareholders, emphasizing corporate organization, distributions, redemptions, liquidations, reorganizations, collapsible corporations, and S corporations. PREREQ: LAW 722.

LAW 724 Bioethics and the Law 3 IR

An interdisciplinary analysis of ethical and legal problems that arise at the intersection of the medical science and law. Potential topics of study include ethical theory, procreative autonomy, assisted reproductive technologies, distribution and allocation of medical services, death and dying, organ transplants, genetic discrimination and enhancement, cloning, and the values and interests that inform the decision-making process on these matters. In some years this course will be co-taught with a professor from the medical school with a limited course enrollment of 15 law students and 15 medical students.

LAW 725 Insurance Law 3 IR

General principles of law that apply to casualty, life, and liability insurance, including modern developments like no-fault.

LAW 726 Intellectual Property 3 Y

Survey of the foundations of copyright, patent, unfair competition, and trade law. For students who wish to concentrate in intellectual property or who want a basic course as preparation for business planning or litigation practice.

LAW 727 International Business Transactions 3 Y

This course provides an introduction to the transactional, regulatory, and litigation aspects of international business involving at least one private party. Major areas of substantive coverage include international sales of goods (with special focus on the United Nations Convention on the International Sale of Goods), licensing of technology, foreign direct investment, contract and tort liability in the United States and abroad, and the law proscribing corruption in cross-border transactions. We will also cover subsidiary litigation and regulatory topics, such as choice-of-law analysis, international commercial arbitration, international civil litigation in U.S. courts (focusing on jurisdiction and other procedural threshold issues), U.S. regulation of foreign investment and export controls, and intellectual property protection.

LAW 728 International Law 3 Y

This course introduces students to the basic subjects, processes, and problems of contemporary public international law. We begin by exploring the sources of public international law; the traditional role of states in international law formation; and the burgeoning role of international organizations, nongovernmental organizations, and subnational municipalities in transnational legal processes. Our attention then turns to the relationship between international law and U.S. law, including the principles that govern (and impede) the application of international law in U.S. courts. Rather than attempt to canvass the myriad subfields that comprise contemporary public international law, we devote sustained attention to four subjects: principles of jurisdiction, state claims to natural resources, the law of war, and international human rights. With this foundation in place, the course concludes with an invitation to grapple with several perennial critiques of the international legal system.

LAW 730 Labor Law 3 Y

Organization and representation of employees, union collective action; collective bargaining, including the administration and enforcement of collective agreements.

LAW 731 Medical Malpractice 3 IR

This is a survey course that considers the elements involved in starting a medical malpractice claim. The course will include the defenses against, and possible consequences of, bringing medical malpractice claims.

LAW 732 Federal Government Contracts 3 IR

Overview of government contracts. Course will cover pre-contract activity leading to contract award, contract types, and the contractual document with specific emphasis on the Federal Acquisition Regulations. Irregular course offering.

LAW 733 Law and Market Economy 3 IR

Use of economic tools in the analysis of law and legal regulations, including use of economic incentives to analyze evolution of legal institutions and impact of these institutions on economic dynamics. PREREQ: ECN 301 OR 311 AND ECN 302.

LAW 734 Mediation in Family Law 3 IR

This course is an intensive theoretical and practical introduction to mediation in family law. Focusing on the law and jurisprudence of mediation, and the roles of attorneys in mediation, as both mediators and counselors, the syllabus also draws upon interdisciplinary insights from the fields of anthropology, sociology, linguistics, psychology, and conflict resolution. It is intended to be a theoretical and analytical class with a strong skills component, consisting of three simulations.

LAW 735 Federal Criminal Law 3 IR
Examines substantive Federal criminal law, including the following topics: The Federal Role in Enforcement Against Crime, The Consequences of Jurisdictional Overlap, Fraud and Political Corruption, Mail Fraud, The Hobbs Act, Official Bribery and Gratuities, Drug Trafficking and Money Laundering, Currency Reporting Offenses, Group and Organizational Crime (including RICO), Anti-Terrorism Enforcement, The Criminal Civil Rights Statutes, The Federal False Statement Statutes, Obstruction of Justice, Sentencing Guidelines, and Forfeiture.

LAW 736 The Law and Literature 3 IR
The focus of this course/seminar will be the law, the legal process, and concepts of justice as they are treated in a number of works of fiction as well as by lawyers in judicial opinions and other writings. The fictional readings will be short stories (Tolstoy, Faulkner, Glaspell, Hawthorne, Cather, de Maupassant, Vonnegut, etc.) and two novellas. In-depth consideration of the materials should demonstrate to the student the wide gamut of emotions, human relationships, and ambiguities with which case law frequently does not adequately deal. The materials raise issues of morality, natural law, divine law, mercy, the limits of advocacy, and ethics all of which must deeply concern any lawyer who wishes to strive to fulfill the true object of his or her profession.

LAW 738 Communications Law 3 IR
Examination of the market structure and regulation of the communications industry as well as the relationship between the communications industry and the several branches of government. Topics include the authority of state and federal government to license spectrum and to regulate broadcast communications and cable, satellite, wireline and wireless services. Other topics may include broadcast fairness, political broadcasting and regulation of the Internet and emerging technologies.

LAW 741 Interdisciplinary Approach to Aging Issues 3 IR
Interdisciplinary Approaches to Aging Issues will bring together students, faculty, and guests from multiple disciplines to explore interdisciplinary approaches to serving the needs of older adults. Each class will be devoted to a discrete topic ranging from end-of-life care, to driving cessation, to surrogate decision-making, to elder abuse. Students will be offered readings from multiple disciplines relating to the topic of the week and one or two case studies to consider in advance of class. Class time will be devoted in large part to an interactive discussion of the case study or studies of the week. The aim of the course is for students to learn how other disciplines might approach problems they encounter in their work with seniors, what other resources are available to assist them in their work with seniors, and how to work in a truly interdisciplinary manner with professionals from multiple disciplines.

LAW 742 Entertainment Law 3 IR
Will simulate actual entertainment law practice and will emphasize the process by which contracts are developed and entered into so as to make use of copyrighted properties. The student will be required to draw upon and further develop multiple legal skills, particularly substantive analysis, drafting, analysis of and otherwise dealing with "paper" from the other side, practical research, formulation of advice, and participation in various kinds of oral discussions.

LAW 743 New York Civil Practice 3 S
Civil practice law and rules and interpretive cases and other aspects of civil litigation in New York.

LAW 744 Perspectives on Terrorism 3 IR
This unique, interdisciplinary course provides insight into the dynamics of terrorism and counterterrorism. Specializations are offered in four areas: law, politics, history, and communications. Law and other graduate students may register in any of the four departments, with the permission of the instructor. Although some class sessions will include discipline-specific discussions in small groups, participants will also converge in a large classroom for presentations, discussions and examinations of fundamental problems associated with terrorism.

LAW 745 Products Liability 3 IR
Legal tools for dealing with defective and dangerous products, including common law remedies for breach of warranty, negligence, and strict liability in tort. Definition of "defective product" and the measure of damages to the injured person. Irregular course offering.

LAW 746 Professional Responsibility 3 S
Relationship of the lawyer to the profession, community, client, and society. ABA Code of Professional Responsibility, ABA Model Rules of Professional Conduct, and American Lawyer's Code of Conduct.

LAW 747 Real Estate Transactions 3 Y
Standard residential and commercial real estate transactions, including consideration of brokerage arrangements, contracts of sale, methods of financing, methods of title protection, mortgage markets, construction loans, and permanent financing.

LAW 748 Sports Law 3 IR
This course will examine various areas of the law as they relate to sports (both professional sports and intercollegiate sports), including such areas as contract law, antitrust law, labor law, law regulating player agents, gender discrimination law, and personal injury law.

LAW 750 Securities Regulations 3 Y
Securities Act of 1933: regulation of the distribution of securities, including the registration process, exempt securities, exempt transactions, enforcement, and liabilities. Securities Exchange Act of 1934: regulation of trading in securities and related market activities, including tender offers proxy solicitations, market manipulation, disclosure requirements, insider trading, and express and implied civil liabilities.

LAW 752 Antitrust 3 IR
A survey of federal antitrust law and policy. This course will include horizontal restraints, monopolization, attempts to monopolize, vertical restraints and mergers.

LAW 754 Trial Practice 3 S
Courtroom techniques and tactics drawing on substantive and procedural law and evidence courses. Students prepare and conduct trial exercises under direction of instructor.

LAW 755 Trademarks and Unfair Competition 3 IR
Common law tort and legislative remedies for civil wrongs arising from business conduct and commercial dealings. Common law trade libel and product disparagement, mixed tort and contract remedies.

LAW 756 Lawyering Skills 3 Y
Lawyering Skills - Basic: Attorney-client relationship, including interviewing, counseling and negotiation, preparation of pleadings and other legal papers, and local practice and discovery procedures. Lawyering Skills - Planning for the Non-Traditional Family: Drafting of legal instruments for individuals and their loved ones who do not fit the traditional nuclear family model. Topics would include domestic partnership agreements, estate planning instruments (e.g. wills, trusts, and corporate formations), tax planning, and second-parent adoptions.

LAW 757 Mergers & Acquisitions 2-3 IR
This course is for students with a strong interest in capital markets, public corporations, and modern corporate practice. Topics covered include source of gains in business combinations, duties and risks of sellers, buyers' risks in acquisitions, and securities laws.

LAW 758 Civil Rights: Power, Privilege and Law 3 IR
Focusing on race, gender, class, and sexual preference, this course examines the social, political, and legal structures that determine what civil rights are and who has them. Significant attention will be paid to the role of U.S. Supreme Court opinions and federal legislation.

LAW 759 Computer Crimes 3 IR

This course is organized around three questions: 1) what conduct involving a computer is prohibited by criminal law? 2) What legal rules govern the collection of digital evidence in criminal investigations? 3) What powers do state, national, and foreign governments have to investigate and prosecute computer crimes? More specifically, topics will include computer hacking, computer viruses, encryption, online undercover operations, the Fourth Amendment in cyberspace, the law of Internet surveillance, laws governing access to e-mail, forum-shopping, jurisdiction, national security, and federal & state relations and international cooperation in the enforcement of computer crime laws. Special attention will be paid to cyber terrorism. No advanced knowledge of computers and the Internet is required or assumed.

LAW 760 Patent Prosecution 3 IR

This course is designed primarily for students who plan to practice in the area of Patent Law before the U.S. Patent and Trademark Office (PTO) which permits only registered patent attorneys and agents to represent clients in the prosecution of patent applications. The course will cover the process of procuring a patent from the U.S. Patent and Trademark Office. The course will also enhance students' understanding of the legal standards for patentability (building upon the principles explored in Patents and Trade Secrets), will familiarize students with the PTO's elaborate rules of practice in patent cases, and will provide students with practice applying these standards and rules to facts and situations encountered in basic patent prosecution practice.

LAW 761 Appellate Advocacy Skills 3 Y

Development of skills used in the appellate process, including postjudgment practice, creation of the record, finding error, brief writing, and oral argument structure, emphasizing written skills. Required for second-year students seeking Moot Court Board membership.

LAW 763 Disability Law 3 Y

This class deals with federal laws prohibiting discrimination against people with disabilities, with particular emphasis on the American Disabilities Act of 1990. The goal of the course is to provide you with a legal, conceptual, and practical understanding of people with disabilities, forms of discrimination that occur on the basis of disability, and the protections against such discrimination that currently exist.

LAW 764 Bankruptcy Law: Creditors Rights and Debtors Protection 4 IR

This course will cover state law remedies (how to collect a judgment), the rights of secured and unsecured creditors under state law and in bankruptcy, and the protections available to individuals and businesses in bankruptcy.

LAW 765 Patents and Trade Secrets 3 Y

This course examines the U.S. patent system and focuses on issues of patentability, validity, and infringement. The protection and enforcement of trade secrets are also covered.

LAW 766 Law, Economics and the State 3 IR

This course builds on ideas related to the course in Law and Market Economy which is recommended but not required as a prerequisite. In this course, we will study the relationship between the state, the individual, and the community as relates to alternative forms of social organization. The course will touch on distinctions between the public, private, and not-for-profit sectors of the economy. It will explore the role of government and public administration in a market economy. Examples of ideas that may be discussed are: privatization, school and housing voucher programs, tax exemptions for not-for-profit enterprises, public/private partnerships for urban development and sports facilities, takings law, welfare reform, workfare, managed trade, industrial policy, and health care management among others. Writing projects are required.

LAW 767 International Trade Law 3 IR

Intergovernmental trade regulation through the General Agreement on Tariffs and Trade/World Trade Organization and regulation of unfair trade practices under U.S. law.

LAW 768 Copyright-Literary and Artistic Works 3 Y

Advanced copyright course. In-depth exploration of a number of copyright law areas in music, fine arts, and film; issues on the boundaries of copyright law. Includes fair use, work for hire in both industry and academia, compensation for ideas, moral rights, right of publicity, the impact of new technologies on research, data bases and fact-based works, infringement on unpublished works, and international copyright protection.

LAW 769 Trial Practice-Advanced 2 S

Advanced training in direct and cross-examination, witness interviewing and preparation, negotiation techniques, voir dire and jury preparation, final arguments, discovery, pretrial and trial motions, pretrial conferences, jury trial techniques, posttrial procedure.

LAW 770 Sovereignty, Colonialism and the Indigenous Nations 3 IR

This course will explore issues relating to the self-determination of Indigenous peoples and the sovereignty of Indigenous nations located within the Western Hemisphere generally and the United States in particular. Topics to be addressed fall into three main categories: (1) the meaning of Indigenous sovereignty and self-determination and the relationship of these concepts to the survival of Indigenous peoples and nations; (2) the threats to Indigenous sovereignty and self-determination, in particular the threat of colonialism; and (3) the means by which Indigenous nation sovereignty can be developed and strengthened. Mainly focusing on the legal, political, and economic systems of Indigenous nations and peoples, it is intended that students develop a greater understanding of non-western legal and political systems and possibly gain greater insight into the strengths and weaknesses of the American legal and political systems.

LAW 771 Federal Indian Regulatory Law 3 IR

This course is designed to introduce students to the law of the United States that seeks to control and regulate the Indigenous peoples and nations located within its borders. Topics to be addressed include: the process and impact of Euro-American colonization, the source of American power over Indian affairs, the scope of tribal powers recognized under American law, the powers of states within Indian country, the "trust" responsibility, and gaming and economic development on Indian lands.

LAW 772 Alternative Dispute Resolutions 3 IR

An introduction to the spectrum of processes other than courtroom litigation that are available for resolving disputes. This includes such "pure" processes as negotiation, mediation, and arbitration, and such "hybrid" processes as the Mini-Trial and the Summary Jury Trial.

LAW 773 Not-for-Profit Organizations: Law, Taxation and Policy 2 IR

A study of the federal and state laws (corporate, tax, administrative) governing and regulating not-for-profit organizations, and the policy considerations underlying those laws. Among the many organizations to be considered are charitable, educational, and religious organizations; social clubs; civic and business leagues; and political parties and political action committees. The course will also examine the application of those laws in modern legal practice.

LAW 774 Chinese Law 3 IR

Focus on the development of the Chinese legal system since the founding of the People's Republic of China in 1949, with due attention to social, political, and economic factors. Close examination of areas of substantive and procedural law, such as constitutional law, professional responsibility, criminal law and procedure, and labor law.

LAW 775 Internet Law 3 IR

A survey of legal issues relating to computers networks, including electronic commerce, the protection and enforcement of proprietary rights in software and electronic works, privacy and security, and content regulation. This course also explores the evidentiary use of computer records and other emerging issues in computer law.

LAW 776 Investigating and Reopening Civil Rights Murder Cases 3

This three-credit course is the result of SUCOL's effort to re-open the 1964 murder investigation of Frank Morris, a 51 year old African American business owner in Ferriday, Louisiana. Mr. Morris was pushed at gunpoint back into his burning store by suspected members of the Ku Klux Klan. He died four days later of burns over 100 % of his body. Although the FBI identified witnesses who pointed to two local law enforcement agents, no charges or indictments followed and the case was dropped. Seventy-five such cases have been identified by the FBI and the U.S. Department of Justice with the assistance of the NAACP, the Southern Poverty Law Center and the Urban League. Students will each be assigned a different case to work up as a possible one to encourage the FBI to reopen. They will prepare chronologies, potential witness books, assess evidence and draft working memos of law on issues related to bringing this case to prosecution. Course projects will require consideration of a variety of legal issues, including state federal jurisdiction, federal laws on civil rights crimes, statutes of limitations speedy trial double jeopardy, immunity, federal investigative and prosecutorial efforts, state and local prosecutions, and evidence. Course projects will require consideration of a variety of legal issues, including state/federal jurisdiction, federal laws on civil rights crimes, statutes of limitations/speedy trial/double jeopardy, immunity, federal investigative and prosecutorial efforts, state and local prosecutions, and evidence.

LAW 777 Elder Law 3 IR

This course will address ethical issues related to the competency assessment of elder clients. Income maintenance, including Social Security, Supplemental Security Income, and other public and private pensions as well as Medicare and Medicaid will be considered. Guardianship, long-term care, and estate planning will be considered as well. Additional topics may include employment discrimination, housing, health care decision making, and elder abuse.

LAW 778 International Human Rights 3 IR

Provides an apparatus for analyzing the major social, legal, and political changes occurring everywhere from St. Petersburg to Soweto and from Managua to Manila, for critiquing governmental policies that precipitate and respond to them, for understanding the conceptual underpinnings of the human rights system, and for acquiring the tools to conduct legal and political advocacy of human rights.

LAW 779 Prosecuting Terrorists 3 IR

This course will no longer examine only the law and procedure in Article III courts but will now include a comparative examination of the policy, investigative and substantive law, procedures, and experience with prosecuting terrorists in Article III courts, courts martial, military commissions, international tribunals, or a new national security court. Students will be encouraged to develop a principled method for determining the best forum for prosecuting terrorists under various conditions.

LAW 780 Adoption Law 3 IR

Legal theories involved in adoption law, the attorney's role in adoption practice, and the various legal documents involved.

LAW 781 Forensic Evidence 3 IR

This course will survey the legal and scientific issues arising in forensic settings, such as fingerprint identification, handwriting identification, bite mark identifications, voice identifications, weapons identifications, DNA testing, alcohol and drug testing, and polygraph testing.

LAW 782 Jurisprudence of Human Rights 3 IR

Conflicting views of the legal decision-making process and the role of rights in that process. Impact of judicial decisions. Views of social scientists. Human rights in the international sphere.

LAW 783 Law and the Innovation Economy 3 IR

This course will explore the legal and professional ethical landscape presented when non-profit organizations (including university research enterprises) engage in economic development through commercialization of scientific research. Students will be exposed to realistic scenarios with guest speakers. They will learn to spot issues and how to apply the law as an advocate for their client. Through drafting, group discussion, presentations and simulations students will learn how to communicate effectively with lawyers and non-lawyer researchers, academic administrators and business executives.

LAW 784 Employment Discrimination 3 IR

Discrimination in employment on the basis of race, sex, age, and disability. Consideration of constitutional, statutory, and other remedies. Safety and health in the workplace.

LAW 785 Advanced Torts 3 IR

This course will explore the substantive laws of products liability, medical malpractice, workplace injuries, defamation, and invasions of privacy; through use case studies will develop action plans, draft pleadings, and other mechanisms used in tort litigation.

LAW 786 Lawyer As Negotiator 3 IR

A study of negotiation and the lawyer's role in the negotiating process. Ethical problems in negotiation. Negotiation skills taught through simulated negotiations.

LAW 787 Children and the Law 3 IR

Parent-child, child-state relationships. Education, health, welfare, child abuse, juvenile delinquency, and representation of children will be covered in this course.

LAW 788 Immigration Law 3 IR

Immigration and Nationality Act of 1965, exclusion and deportation, and nonimmigrant status.

LAW 790 Counterterrorism and the Law 3 IR

This course will concern U.S. and international law responses to terrorism. The course will include a brief overview and history of terrorism. Topics will include legal definitions of terrorism, investigation and intelligence collection in the U.S. and abroad, apprehension of terrorists across borders, immigration and border controls, prosecution of terrorists, sanctions against terrorism and its supporters (including reprisal, assassination, asset freeze and forfeiture), crisis and consequence management in the event of terrorist attacks (including martial law and detention, domestic use of the military, catastrophic emergency measures, hostage and rescue operations), and law reform issues.

LAW 791 Secured Transactions 3 IR

This course deals in depth with the creation and perfection of security interests in personal property, priority claims, and remedies upon debtor's default under Article 9 of the Uniform Commercial Code. Additionally, some consideration is given to related concepts under the Federal Bankruptcy Code.

LAW 793 Computer Law 3 IR

Intellectual property protection relative to computer technology including software and "methods of doing business" patents, copyrights, and trade secret; antitrust concerns in the computer industry; contract formation and enforcement in the computer industry; and international concerns with computer technology.

LAW 794 Regulatory Law & Policy 3 Y

An advanced exploration of regulatory decision making, focusing on the reasons for and methods used in implementing regulation; how policy and politics impact on regulatory decisions and relate to the legal authority of agencies; case studies of regulatory programs, their successes and failures. Course requirements include one or more research papers which will meet the College of Law writing requirement. Administrative Law or Public Administration and Law are prerequisites for this course. This one-semester course is a J.D./M.P.A. program requirement.

LAW 795 Canadian Law 3 IR

The course is intended to provide students with an overview of the law and legal systems of Canada. It will explore Canada's historical development, legal structure, and place within the common law world. Covering topics such as Federalism, Responsible Government, the Charter of Rights, Family Law, Conflicts of Law, Criminal Law and Procedure, First Nations, Hate Speech, and Business Law the course will concentrate on both the similarities and differences with U.S. law and the probable reasons for the differences. Some attention will be devoted to the law of Quebec and the duality of its legal system. At least one week will be spent on conducting legal research in Canadian Law, but the course is not a research course.

LAW 796 Constitutional Criminal Procedure - Adjudicative 3 Y

Constitutional and statutory requirements for adjudicative procedures in criminal cases. Topics include accusatory instruments, bail, discovery, guilty pleas, double jeopardy, speedy trial, fair trial, jury trial, assistance of counsel, and confrontation.

LAW 799 Business, Finance and Economics 3 IR

This course will cover basic accounting, economics, finance, very rudimentary taxation concepts, securities and investments, and other topics such as life and hazard insurance.

LAW 800 Foundational Skills for Attorney Licensing 2 Y

The course will provide an understanding of the bar review and bar exam process as well as the skills necessary to be successful in the licensing process. A significant portion of the course will be spent discussing how to approach and do well on practice bar exam questions, including essays, performance tests and multiple choice questions. Time will be spent discussing how to learn from bar review outlines and lectures, and how to conduct a self-assessment to understand personal study habits and adjustments which must be made prior to the review of bar-tested subjects. The course will also cover specific topics and skills to help students understand how to manage their attitude, stress, and study time.

LAW 801 Advanced Criminal Procedure 2 Y

This course is a two-semester applied learning course which will focus on pre-trial procedure: accusatory instruments; preliminary hearings; grand jury; discovery motions (covering suppression of evidence; dismissal for insufficiency; speedy trial; double jeopardy, etc.); plea bargaining and guilty pleas; interlocutory appeals and sentencing. The course materials will consist of pertinent statutory materials and case files which will be the source of problems and simulations. Students will be required to draft documents, pleadings, motion papers, and memoranda for assigned cases. The course will focus on New York criminal law.

LAW 802 Capital Punishment - Constitutional Criminal Procedure 2

The death penalty is society's ultimate legal sanction. Given the finality and enormity of the State's deliberate taking of a human life, the United States Supreme Court has attempted to ensure that the death penalty is fairly administered. As a result, a complex jurisprudence has developed, addressing fundamental issues of the constitutionality of capital punishment and also more procedural issues concerning the processes States may employ to obtain and enforce a death sentence. In this course, we will explore this Supreme Court jurisprudence. First, we will study the foundational elements of the Supreme Court's modern death penalty jurisprudence and evaluate the efficacy of the Supreme Court's efforts to eliminate the arbitrary application of the death penalty. Second, we will look at the processes required by the Supreme Court for sentencing a defendant to death. This will entail a study of the critical structural role played by aggravating and mitigating circumstances in the infliction of capital punishment. Third, we will study the Supreme Court's jurisprudence concerning the scope of capital punishment, looking at issues such as the eligibility of juveniles and persons with mental retardation for the death penalty. At that time we will also look at issues such as proportionality review, the role of international law in the Court's evolving standards of decency, jurisprudence, and restrictions on the types of crimes for which a State may execute a defendant. Fourth, we will study the processes by which a death sentence is implemented, discussing issues such as the method of execution, competence to be executed and clemency. Finally, we will conclude the course by studying federal habeas corpus issues and looking at issues such as the sentencing of innocent persons to death.

LAW 805 Advanced Family Issues 3 Y

This is a one-semester advanced family law course that provides applied learning opportunities for students. Students will study topics in greater depth and with more skills training than is possible in the survey Family Law course. Typically, the course includes interdisciplinary and ethical issues. Topics have included the use of experts in child custody evaluations, domestic violence, international adoptions, the evaluation of professional practice goodwill and licenses for equitable distribution and taxation, and problems interviewing children and using children as witnesses.

LAW 807 Family Law Pro Bono Service 2 IR

This course will provide students with the opportunity to work with actual family law problems, especially those involving low-income persons, and to provide needed services to the community. Students will study substantive materials related to family law and the intersection of family and poverty law in the context of developing training and other materials; assisting pro bono or nonprofit legal service providers; and assisting other nonprofit organizations related to family law.

LAW 809 Advanced Disability Law and Policy 3 IR

This is a one-semester applied learning course. The goal of this course is to expose students to disability law and policy as applied to real situations. Each student will work on a project that has originated from a request from a "real client" or client organizations, such as the National Council on Disability, the World Bank, Mental Disability Rights International, or other organizations that work with and for people with disabilities.

LAW 811 General Counsel 3 IR

This applied learning course is designed to expose students to a number of areas of practice that are common for house counsel. Students will work individually and in teams and undertake simulations in litigation management, agreement negotiation and drafting, employment problems, and intellectual property practice. Students will learn how lawyers handle complex problems in such diverse areas and may conduct research, draft agreements and file memoranda, conduct interviews, and negotiate to resolve the issues found in the practical exercises that will be the backbone of the course.

LAW 812 Client Counseling 2 IR

Client Counseling is a course offered to help students develop techniques for effective client interviews and appropriate counseling techniques in a variety of professional settings. The course is intended to assist upper level students provide professional advice to clients so that they can guide their clients to make informed and prudent decisions in business, litigation and other formats. Participants will act as lawyers and as clients, but ultimately the final grade will be based upon a participant's role as a counselor rather than as a client.

LAW 813 The Rule of Law in Post Conflict Reconstruction 3 IR

This course addresses the legal challenges faced by the international community in reconstructing societies following armed conflict or other crises. The course is divided into two sections. Part one focuses on a number of core issues, including defining and identifying the rule of law; the relationship between the law and reconstruction; the question of transitional justice and international criminal law; international human rights; protecting vulnerable populations; and regulating the security sector. In the second part, the focus moves to case studies, South Africa, Rwanda, Haiti, Sierra Leone, Afghanistan and East Timor to test some of the theoretical premises as well as stimulate debate.

LAW 814 Technology Transactions Law 3 Y

The classroom component offered in coordination with the Technology Transfer Research Center which includes extensive readings on law, technology and business topics, case study problems, software simulations, and lectures and discussions based upon assigned work. R

LAW 815 Technology Commercialization Research Center 3 Y

Will operate in conjunction with CASE Technology-Transfer Research Center. Interns work in the CTRC and attend a series of classes devoted to technology transfer subjects.

LAW 816 Commercial Real Estate Practice 2 IR

This applied learning course will build on the fundamentals of the Real Estate Transactions I course and will focus on the development of a regional shopping mall which will provide a framework for the course outline. The course will not only provide ways to convey many of the concepts found in this type of real estate, but will also provide the basis to explore the relationship between the real estate concepts and the business framework of which they become a part. Case law will be utilized to supplement certain interpretations of Real Property Law.

LAW 819 Family Law Mediation and Collaborative Law 3 IR

This Course will focus on alternative dispute resolution in the family law area. Students will study mediation and collaborative law through written materials and mock exercises. The ethical issues involved in these forms of ADR will also be addressed.

LAW 821 Domestic Violence 3 IR

This course will analyze case law as well as other text and articles applicable to domestic violence cases. One of the objectives of this course will be to expose, through class discussions, some of the misconceptions regarding domestic violence and its victims. Students will have the opportunity to participate in simulated exercises designed to develop interviewing and information gathering techniques necessary for the thorough representation of the domestic violence victim in court. Visits to the class by guest speakers are also planned. The course will delve into all of the possible issues that need to be addressed in representing the domestic violence victim.

LAW 822 National Security & Counterterrorism Research Center 3 Y

The National Security and Counterterrorism Research Center serves as a working research laboratory for law and other graduate students interested in national security and counterterrorism issues. Students will work in teams on research projects assigned by the director. Other faculty within Syracuse University and experts outside the University may also participate in the development and implementation of research projects. Typically, the projects will involve assessments of legal and law-related issues of concern to federal, state, and local government officials in responding to national security and terrorism threats. Other projects may examine private sector security concerns. Research projects may be pursuant to contract arrangements with sources external to Syracuse University, while others may be developed from within the College of Law or the University.

LAW 824 Negotiations, Mediation & Arbitration as Alternative Methods of Dispute Resolution 3 IR

This course is designed to enable 2L and 3L students the opportunity to improve their negotiation skills and utilize those skills ethically during various stages of negotiations whether in the business setting, pre-litigation or during the litigation process. The course is also designed to assist 2L and 3L students enhance their advocacy skills in order to conduct successful mediations and/or arbitration hearings. Participants in this class will be required to read either *Bargaining for Advantage* by G. Richard Shell or *Effective Legal Negotiation and Settlement* (Fifth Edition) by Charles B. Cravortz, a text on successful negotiation practices and to participate in a mock negotiation, mediation and arbitration exercises. Students in this class will have the opportunity to improve their advocacy skills in these important alternative dispute resolution settings.

LAW 827 Corporate Finance 2 IR

This seminar will study of the basis for financial decisions of corporations and the shareholders, including an introduction to basic techniques of investment decisions, valuation and financial structure. We will concentrate on valuing the firm and its securities and senior securities (bonds, debentures and notes). Interest and time permitting, we will explore capital structure and leverage and possibly do some work in mergers and acquisitions. Pre/co requisites: Corporations.

LAW 828 Advanced Criminal Evidence 3 IR

The course will cover Federal and New York rules of evidence, and constitutional rules pertaining to the rights to confront and present a defense, in connection with a range of issues typically arising in criminal cases. Weekly assignments will be designed to simulate work that would be performed in a prosecutor's or defender's office. They will include motions in limine and supporting memoranda, inter-office trial preparation memoranda, and both trial court and appellate advocacy of evidentiary issues. The course is a limited enrollment course and the grade will be based exclusively on written and oral advocacy.

LAW 830 Advanced Civil Trial Advocacy 3 IR

This course provides the opportunity for upper level students to expand upon the fundamental trial advocacy skills learned in the Basic Trial Advocacy course and/or as a member of the SUCOL Trial Team. This course is premised on the "learning by doing" approach and is designed to enhance trial skills through a civil trial simulation developed for the Cozen O'Connor Trial Academy. Each week, students will be paired together and will be responsible for different trial components from pre-trial motion practice through closing arguments. Each week, students will alternate in the representation of plaintiff and defendant, and each student will ultimately have the opportunity to perform every element of a trial for both the plaintiff and the defendant. At the conclusion of the course, each student will participate in a complete trial from pre-trial motions through closing arguments.

LAW 832 Cyber Security Law and Policy 3 IR

The 2009 White House Cyberspace Policy Review states: The United States needs to conduct a national dialogue on cybersecurity to ensure an integrated approach toward the Nation's need for security and the national commitment to privacy rights and civil liberties guaranteed by the Constitution and law. This three-credit, one-semester seminar intends to be part of that dialog. Some cyber security law already exists. Other laws of long standing present issues of applicability or adaptability to the cyber realm. Many proposals remain in Congressional committees, such as bills that would mandate security measures for all entities receiving federal money, establish a federal certification for technicians serving computer networks of entities receiving federal money, and provide the President with authority to "pull the plug" on national Internet connectivity in times of emergency. This course is premised on the belief that much policy and law to implement it will be made in the next few years to institute a national policy to protect U.S. interests in cyberspace. The seminar uses an interdisciplinary approach, but no special background or prerequisites are required.

LAW 834 Social Deviance and the Law 3 IR

Deviant behavior characterizes a course of action that violates recognized social norms. First, formal social norms govern human behavior through legal institutions. Conversely, informal social norms gather energy through no concrete regulatory structure, but through social approbation. This course focuses on both types of norms. Students will explore informal norms as an alternative way of thinking about power and governance outside the provenance of law. They will develop critical thinking skills about the authority of manners and society as equally forceful, or perhaps even more so, than formalized law. This interdisciplinary course brings together law, literature, philosophy, and film. Topics covered will be: Manners, Propriety, Violence, Sexuality, Blue laws, and Intercultural competence.

LAW 836 Civil Actions: Procedures and Pre-Trial Discovery 3 IR

This course is designed to prepare future attorneys for the practice of law by providing a firm foundation on how to evaluate, investigate and prosecute a civil claim - from the discovery stage up to the time of trial. This is a course that is designed for second or third-year law students specifically, and those who have previously taken evidence and have previously taken or are concurrently enrolled in trial practice. It is a course distinctly designed to evaluate how to handle the preparation and pretrial activities in a personal injury litigation scenario. The course will use New York State Law for classroom purposes, and as such, is most useful for those students who intend to practice personal injury tort law in the State of New York, although students intending to practice in other jurisdictions will benefit as well.

LAW 838 Binary Economics & Property Rights 3 IR

One of the most important duties of lawyers is to help people identify and secure their essential rights and responsibilities. Serving clients effectively requires that lawyers ask the right questions. When addressing economic rights, here are nine important questions: (1) Why does wealth tend to concentrate in market economies even in times of great prosperity? (2) Why does the great promise of the industrial revolution (abundance and leisure) remain unfulfilled for most people? (3) Why does every generation of students graduate deeper in debt? (4) What is behind the adage, it takes money to make money? (5) How can more economic opportunity become more broadly distributed? (6) What are the growth and distributive consequences of the fact that most capital is acquired with the earnings of capital? (7) Is there a practical, efficient way to enable all people to acquire capital with the earnings of capital, without taking anything from existing owners? (8) What is the relationship between the distribution of capital ownership and the functioning of a democracy? (9) What role can lawyers play in pursuing these and related questions to better serve their clients, themselves, and society? This seminar will explore these and related questions. The seminar will not require an above average mathematical aptitude or prior exposure to economics, but rather only an open mind and a willingness to approach economic issues from a foundation grounded in professional responsibility. Students will read assigned material, do additional reading of their own choosing, make an in-class presentation (optional), and write a paper that will satisfy the writing requirement for graduation.

LAW 839 Law, Politics and the Media 3 IR

The American judicial system today operates in a complex environment of legal principle, political pressure, and media coverage. The separate elements of this complex environment are typically studied by different groups of individuals working from different perspectives. Law faculty tend to focus on legal principle; political scientists examine the influence of politics; and scholars of public communication assess the media. The goal of this course is to introduce students to the court system and its environment as a single, integrated subject of study. To this end, the course is taught by a team of faculty instructors drawn from law, journalism, and political science. Academic discussions are complemented by lectures from sitting judges, practicing lawyers, and working journalists. Topics to be covered in the course include: conventional understandings of judicial independence; contemporary public opinion of the courts; the ethics of good judging and good journalism; the politics of judicial elections and judicial appointments; the possibilities for judicial reform; the politics of judicial budgets; the media, tort reform, and the litigation crisis; trials of the century; the media treatment of wrongful convictions and cold cases; and the relationship between press coverage, the courts, and national security.

LAW 840 Law of Armed Conflict 2 IR

Mankind has attempted to regulate the horror of war for centuries. This seminar will review those attempts, focusing on the modern era. Particular attention will be paid to recent challenges related to the war on terror and the ramifications for future enforcement of these key principles. Any student interested in practicing national security law or going into international criminal justice must have a clear understanding of the law of armed conflict. This seminar will assist in that understanding. The student will have the opportunity to be involved in several practical exercises that will reinforce their learning and write a paper on various cutting edge issues, of their choosing, related to the law of armed conflict. R

LAW 841 Real Estate Planning 3 IR

Through the use of case studies, basic financial analysis, and preparation and simulated negotiation of documents, this course will address selected topics in commercial real estate transactions, and will focus on the development of business knowledge and legal skills related to commercial real estate acquisition, financing and investment.

LAW 845 Women and the Law 3

Historical perspective of the legal problems of women in American society.

LAW 846 History of the Regulation of Trade and Business 2 IR

This experimental course will explore the legal and moral principles of business and trade regulation over 5,000 years. Students will learn about ancient regulation of prices, for which violators were executed; usury laws; licensing and other concepts as they evolved into our current system. Understanding the history of regulation will help lawyers, business owners and executives navigate regulatory regimes.

LAW 847 Contemporary American Legal Thought 3 IR

This course will explore a variety of contemporary schools of legal thought, with an emphasis on their understanding of the nature of law and, where applicable, the appropriate objectives of law and law reform. The course will begin with an overview of the historical roots of today's thinking, exploring Langdell's orthodoxy, Oliver Wendell Holmes reaction thereto, and the highly influential legal realists. The course will then turn to its more central focus: the legal process school and the contemporary progeny of legal realism (e.g., law and economics, critical legal studies, law and feminism). The course will also expose students to a powerful new alternative to these popular schools of thought, namely the cultural study of law.

LAW 850 Insurance and Society Seminar 2 IR

This course will explore the manner in which insurance affects society. Issues such as tort reform, reinsurance, racial redlining, and current crisis over Katrina will be discussed. R

LAW 852 Global Innovation in Disability Law, Policy and Research 2 IR

This seminar will survey emerging global efforts in disability law, policy and research. Topics of interdisciplinary focus will include economic empowerment and entrepreneurship, human and civil rights, accessible and universal design, policy assessment and implementation, issues in developing countries, and others. Students will be assigned a law, policy or research topic to brief and present in a seminar session.

LAW 853 Environmental Law: Citizens' Suits 3 IR

Environmental law statutes frequently rely upon private enforcement by the beneficiaries of environmental regulations. This seminar examines the law governing private enforcement of environmental law, probably including attorneys fees, justifiability, coordination with government enforcement, and notice requirements. It will require a short paper before the end of the semester and, for those fulfilling the substantial writing requirement and earning 3 credits, a longer paper due at the end of the year.

LAW 854 Law & Social Sciences 3 IR

Legal study is increasingly interdisciplinary, making use of various other fields to challenge, inform, and assist legal theory and doctrine. This seminar will cover a number of social sciences - e.g. psychology, economics, sociology, political science, and anthropology - to examine the connections between law and other disciplines. Topics to which these social science approaches will be applied may include capital punishment, juries, race, gender, paternalism, media violence, obscenity, expert witnesses, judicial decision-making, and others based on students' interest.

LAW 858 Advanced Topics in Property Law 2 IR

This seminar will examine current important issues in property law and theory, topics to which students may have been introduced during their first year, but that warrant investigation in further detail. The course will first review different notions of what property actually is, using historical and modern analyses both from political theory and from law. We will then consider the extent to which property concepts can be usefully employed to resolve an array of current social issues, such as the enforcement of surrogacy (parenting) contracts, the sale or other control of body parts, the fate of human embryos, eminent domain and takings, an individual's control of personal information, employment rights, and environmental rights. Students will be exposed to and discuss the relevant law, where it exists, but will also pursue in more depth the conceptual and policy-based arguments that shape and underlie the public debates currently underway. A final paper will be required, designed to meet the college's writing requirement.

LAW 859 Advanced Patent Law and Policy 2 IR

This seminar offers the opportunity for in-depth consideration of various advanced topics in patent law and policy, including, for example, the allocation of jurisdiction in the patent system, post-grant proceedings, double patenting, drug development policy and strategy under the Hatch-Waxman Act, patent misuse and antitrust enforcement policy, indirect infringement and the implied license doctrine, research collaborations, and patent system reform.

LAW 860 Business Valuation Law 3 IR

An understanding of the principles of valuation is essential to a wide array of legal practice areas ranging from corporate law to marital dissolution. This course will focus on the concepts and methodologies employed to evaluate privately held and publicly traded enterprises. The fundamental and market-based business valuation theories and techniques will be examined, including the capitalization of earnings method, the dividend discount model, the discounted cash flow method, the capital asset pricing model, and the efficient capital market hypothesis. Additional topics will include the applicability of minority and marketability discounts and the exclusivity of appraisal rights. Students will have the opportunity to analyze business valuation problems and discuss the implications of the various business valuation models. R

LAW 862 Public Health Law 3 IR

This course deals with the law which empowers, tailors and limits federal, state and local governmental efforts to enhance and protect the health of the general population. It will make use of case studies of government educational and regulatory efforts in several areas of historic and very current controversy to examine issues which commonly arise with that law. The course will introduce students to the constitutional foundations and limits on the essential power of national, state and local governments and their officials to protect the health of individuals in areas where such protection may conflict with other important rights, such as with abortion, immoral behavior, religious practices and beliefs, and with seat belts, ferrets and fluoridation. It will examine the use of peculiarly public-health-protective techniques such as quarantine and other liberty-restricting methods in the context of traditional diseases such as tuberculosis, newer diseases such as HIV/AIDS, and more recent threats of pandemic (including the H1N1 flu) and biological terrorism. Recognizing the public health system's needs for accurate information in fashioning government responses and programs, the course will look at the law related to public health surveillance the law about the effective collection and maintenance of information and its use in biomedical research. In examining case studies about contagious diseases, environmentally-related cancers and DNA-banking, students will be exposed to tensions between the public health system's need for information and the privacy rights of individuals about whom such information is gathered.

LAW 863 Legal Aspects of Future Wars 2 IR

The paradigm shifts we see through history affect our society, as well as our laws. These laws, however, are apt to lag behind the swift change in the social, political, and cultural dynamic of today's information age. Nowhere is this more apparent than in the area of national security law, particularly after the declaration of the war on terror in September 2001. This seminar, a first for a law school, will allow both the law student and graduate student from the Maxwell School of Citizenship and Public Affairs, to consider the new threats to our national security 5, 10, and 15 years out and review how the appropriate laws will need to be reviewed and to change. The field of national security law needs to be more preventative, proactive, and forward thinking, rather than reactive. The new threats and battles will be fought not on the desert plains of the Middle East, but in cyberspace, medical labs, nuclear reactors, corporate board rooms, bank vaults, and in dark corners of the world. The enemy may well be a soldier, but will more likely be a terrorist with sophisticated technology to attack asymmetrically and from places we have yet to imagine. This seminar will address these issues looking for the next challenges and explore the ways the law can adjust to ensure we defend ourselves under the Rule of Law.

LAW 864 Estate Planning 2 IR

This seminar will explore estate planning from two perspectives. First, it will deal with the substantive aspects of estate and gift tax and property law (including joint interests, life insurance, and retirement plan proceeds) which must be considered in developing an estate plan. Wills, trusts, and other planning techniques will be considered in detail. Second, the practical aspects of dealing with estate planning clients will be considered in depth, including how to explain difficult technical matters to the client, how to present documents to clients in an understandable format, and issues of ethics and professionalism. Short drafting and writing exercises as well as a substantial paper, consisting of a package of client memoranda and documents, will be required. R

LAW 865 Natural Resources Law 3 IR

This course examines the law governing the use and conservation of natural resources, primarily (but not exclusively) on federally owned land. Natural Resources Law addresses wilderness preservation, forestry, mineral extraction, protection of wildlife, environment impact analysis, and water allocation.

LAW 866 Banking Law 3 IR

Federal and state laws and regulations affecting banks in the United States.

LAW 867 Property and Tax from Ancient Athens to America 3 IR

This is an experimental course on the ancient roots of modern law. Students will learn how the ancients developed concepts of private property and tax, adjudicated disputes, and developed concepts that influence the law today. Understanding the development of legal theory will help lawyers, business owners and executives understand the theory underneath the practical application of the law, giving them insights into the principles.

LAW 869 War Crimes Trials 3 IR

This seminar will examine legal and ethical issues raised in these and other trials of Nazi war criminals and individuals accused of collaborating with the Nazis in perpetrating crimes against humanity, including the Eichmann Trial in Jerusalem, the Auschwitz Trial of former SS officials and guards held in Frankfurt-am-Main, Germany in 1963-65, the 1963-64 Tel Aviv trial of Hersz Barenblat, the head of the Jewish police in the ghetto of Bedzin, Poland, and the trials of Klaus Barbie (1987), Paul Touvier (1994) and Maurice Papon (1997-98) in France.

LAW 871 Foreign Relations 3 IR

This course examines history, doctrine, and policy involving U.S. engagements with foreign governments, organizations, and individuals. Our focus will be the historical development and contemporary negotiation of the diverse legal orders, subjects, and spheres of action implicated in contemporary foreign relations. Economic relations will occupy much of our attention. Questions raised are: (1) With what method does the U.S. negotiate its coexisting obligations under conventional, customary; constitutional, statutory, and administrative legal orders? (2) What roles do legal subjects such as legislatures, executives, courts, agencies, non-state entities, non-governmental organizations, and multi-national corporations play in ordering foreign relations? (3) How do the foregoing methods and roles differ across contexts of war, occupation, aid, trade, sanctions, finance, and migration? We will address the preceding descriptive questions normative corollaries as well. By both canvassing and critiquing foreign relations history, law, and policy, students will acquire the basic knowledge and skills required for analysis and argument within the field.

LAW 877 Islamic Law 2 IR

This limited enrollment course is designed to introduce students to the terminology, principles, and concepts of classical Islamic law. After discussing the origins and evolution of Islamic law, we will turn first to the organization of qadi courts (procedure and evidence) and then to specific areas of the law, e.g., personal status (marriage and divorce), the intergenerational transmission of property (bequests, gifts, and endowments), interdiction, paternity, adoption, illicit sexual relations, and slander. The application of legal doctrine to actual disputes will be analyzed through the reading of expert judicial opinions or fatwas (in English translation) issued in connection with medieval and modern court cases.

LAW 880 Race and Law 3 IR

Race and Law is a 3-credit graduate law discussion class critically examining the ways laws and courts address issues of race and construct race relations in the United States. Primary readings are historical and modern legal cases, the U.S. constitution, relevant U.S. statutes, and interdisciplinary scholarship on race and law. This course studies the history of treatment of African-Americans, Native peoples, Latinos, Asians and White people in American law before we look at particular topic areas and contemporary legal analyses. Topics may include equality doctrine, education and segregation, civil rights (e.g., housing, employment, public accommodations, and legal responses to civil rights organizing), criminal laws, policing and profiling, and prisons, sexuality and family, immigration, and existing and potential legal remedies. Weekly reading assignments, periodic online exercises, and active, engaged class discussions of assigned materials are critical components of the course. Students are required to write a 10-12 page analytical paper on one of the topics covered in the course and based on course materials and readings. Students may also be required to facilitate a class discussion on reading assignments and create a research bibliography. This law school course is open to non-law graduate students on a limited basis. Non-law students are required to get permission of the professor before enrolling in this law school class.

LAW 881 Tribal Business Development 3 IR

This course focuses on the law and process of economic development within sovereign American Indian nations, particularly the Six Nations of the Haudenosaunee (Iroquois) Confederacy. Topics to be addressed include: (i) lands and economic history; (ii) governments and their influence; (iii) nationalism v. entrepreneurship; (iv) tax and regulatory advantages and immunity; (v) cigarettes, gas and gaming; (vi) financing challenges; and (vii) institutional development and economic diversification. This course will be useful for students interested in international business, as well as those interested in practicing in New York State. Professor Porter is a citizen of the Seneca Nation, has twice been appointed as the Seneca Nation's chief counsel, and also serves as the Chairman of Seneca Holdings, LLC, the Nation's newly formed general development company.

LAW 882 Judicial Decision Making 3 IR

To understand what the law actually is in practice, and to understand how it evolves over time, it is necessary to understand how judges decide cases. Understanding judicial decision-making also helps policy-makers develop beneficial policies regarding the courts, including selecting judges who may or may not be influenced by politics or ideology, and developing educational opportunities for judges. Insight into the "judicial mind" also helps attorneys craft persuasive arguments. Thus, in this seminar we survey the legal, political science, and empirical literature on how judges make decisions. Topics to be studied, both from a theoretical and practical perspective, include: theories of judicial decision-making; judicial election and appointment; constraints under which judges operate; the impact of court structure on the decision-making process; judicial writing; clerks' role in the decision-making process; the relationship between the media and the courts; judicial education; and the influence of public perceptions of the court. Class attendance and participation are required. Brief weekly responses and a final research paper are required; the paper will satisfy the College of Law's Writing Requirement. The seminar complements other courses at the College of Law (e.g., LCR III: Judicial Writing or Law, Politics, and the Media), as well as opportunities at the Maxwell School and with the Institute for the Study of the Judiciary, Politics, and the Media.

LAW 883 Women in the Criminal Justice System 1-3 IR

Legal and policy issues of women in the criminal justice system.

LAW 885 Administration of Criminal Justice 1-2 IR

Jurisdictional and procedural rules in context of complex litigation. Relationship between procedural rules and the development of substantive law.

LAW 886 Animal Law 2 IR

This course addresses the status and treatment of nonhuman animals in numerous areas of law, as well as the history and theory of advocacy on behalf of non human animals.

LAW 887 Concept of a Lawyer 3 IR

Lawyers are men and women of action. They are also individuals with power. This course explores a basic question that every practitioner faces throughout his or her professional career and that bears directly on the exercise of that power: What does it mean to be a lawyer? Students will examine a variety of conceptions of "the lawyer," including "neutral partisan," "moral activist," "public servant," and "businessman and businesswoman." Students will also consider the orientations toward lawyering as "an ethics of care" and "for the situation."

LAW 889 International Human Rights and Disability Law 3 IR

In this course, students will explore recent developments in international human rights and comparative disability law, including recent efforts by the United Nations to draft a treaty on the rights of people with disabilities. Students will explore the role of people with disabilities within different legal systems, who are often vulnerable to human rights violations, and will learn about the United Nations' current and ongoing efforts to draft a treaty on the rights of people with disabilities. Professor Kanter and some of her former students have been involved in working with the UN on this treaty for the past five years. If enacted, this treaty will be the first binding international instrument designed specifically to protect the rights of people with disabilities to equal opportunities in all aspects of life.

LAW 890 Child Health Policy 3 IR

Child Health Policy is a 3-credit, interdisciplinary course that will address how policy affects child health and influences parental decision-making over their children's health, as well as how policy influences, and is influenced by, child-serving systems (e.g., public health, education, juvenile justice). The course will cover how child health policy is developed, implemented, evaluated, and influenced as well as the myriad of ways health policy may impact seemingly unrelated policy discussions and decisions. As an interdisciplinary course, students will study how law and medicine (specifically, child health) intersect, hearing from a variety of perspectives on this intersection from experts, as broadly defined (lawyers, advocates, case workers, health professionals, academics, and families themselves). Further, with the expectation that lecturers will discuss the interrelation between law, medicine, and advocacy in their respective fields, so too will it be expected that students reflect on at least two of these (law, medicine, advocacy) in their work (i.e., discussion, journals, presentations, papers). The course's multi-disciplinary approach, and student enrollment, will contribute to a fuller view of child health policy: students gain the perspective of varied disciplines and how expertise from these disciplines might be joined to enhance effectiveness of health policy.

LAW 891 Climate Change: Science, Perception & Policy 3 IR

Climate change (global warming) is rapidly becoming one of the most pressing issues of the twenty-first century. This course introduces students to the challenges posed by climate change through a unique multidisciplinary exploration of the scientific, economic, policy, communicative, and even philosophical dimensions of the issue. The course will cover topics such as the current state of scientific knowledge about climate change, the role of the media in shaping public opinion on the issue, competing discourses of climate change, risk and uncertainty in decision-making, costs and benefits of different types of policies, the Kyoto protocol and other policy initiatives, actions being taken to address the issue, and the ethical dimensions of the choices facing humanity. Faculty from SU and ESF in law, economics/public administration, earth science, and environmental studies will co-teach this course and bring to students a unique dialog that crosses traditional disciplinary boundaries. Moreover, emphasis will be placed on drawing out the general lessons obtained from a multidisciplinary approach to climate change: many of the insights will be applicable to other complex, highly technical environmental problems. This course is intended to bring together students from a diverse range of backgrounds and does not have specific prerequisites.

LAW 892 Capital Punishment Seminar 1-2 IR

The death penalty is society's ultimate legal sanction, meant to be used for the worst of the worst. Given the finality and enormity of the State's deliberate taking of a human life, the United States Supreme Court has developed a complex jurisprudence in an attempt to ensure that the death penalty is administered fairly and reliably. In this seminar, we will study this jurisprudence and evaluate its effectiveness. We will also explore issues concerning the actual administration of the death penalty, such as methods and timing of executions, conditions on death row, women on death row, mental illness and competence to be executed, the sentencing of innocent persons to death, and clemency. In addition to traditional Casebook materials, we will use documentaries and case studies to get a fuller understanding of capital punishment.

LAW 895 Problems in Case Analysis and Appellate Advocacy Skills 2 IR

Legal reasoning through practice in developing written and oral arguments and reaching solutions to legal questions taken from actual cases. The emphasis will be on analysis and reasoning, not on learning legal rules. Many of the problems will be modeled on cases in the New York Court of Appeals which resulted in four to three decisions where there is no "right answer." A discussion of some of these cases will inevitably entail arguments concerning social policy and legal philosophy.

LAW 896 Education And The Law 3 IR

This seminar will introduce students to the issues surrounding the provision of public and private education and to enable students to develop understandings of educational delivery systems that will help them to address education-related issues in their legal practice. Topics will include federal and state roles in public education, use of public funds for private/parochial education, public school choice and school vouchers, special education, gender equality in education, affirmative action and diversity in higher education, and public school desegregation.

LAW 898 Environmental Law and Policy 3 IR

Introduction to the approaches used in US environmental law. Analysis of common law and statutory designs and strategies used to address environmental problems. Critically analyzes common law environmental remedies, Clean Air Act, Clean Water Act, Endangered Species Act, hazardous waste, and other environmental laws.

LAW 899 Atrocity Law and Policy: Practicing before International Criminal Tribunals 2 IR

International criminal law is a new discipline within the legal profession. Over the past 12 years, the discipline has developed at an exponential rate. Cutting edge rulings and decisions are setting the cornerstones in international criminal law for years to come. It is a rare opportunity for teachers, students, practitioners, and policy makers to be present at the beginnings of a new area of the law. Rarer still is the opportunity for students to be able to take a seminar from one of the senior international practitioners in the field, using his work as the basis for this seminar. Drawing upon unique experiences in West Africa, a great deal of the new ideas and fresh thinking began with our work as the Chief Prosecutor of the international war crimes tribunal in Sierra Leone, called the Special Court for Sierra Leone. The seminar will use, as a case study, the entire creative process in West Africa of establishing the Office of the Prosecutor of the Special Court for Sierra Leone; from planning, preparation, and executing the many tasks necessary to prosecute war criminals in a forgotten and tragic land. Using real world and contemporary cases, vignettes, and scenarios this 2 credit hour seminar will give students a rare opportunity, to study and do research with the practitioner who created the entire prosecutorial plan to prosecute those who bore the greatest responsibility for war crimes and crimes against humanity that resulted in the murder, rape, maiming, and mutilation of over 1.2 million human beings.

LAW 903 Criminal Defense Law Clinic 6 S

Student attorneys represent clients charged with misdemeanors and violations in Syracuse City Court. They engage in extensive fact investigation, interviewing, client counseling, and plea negotiations, and appear regularly in local courts. They also assist clients with civil matters related to the pending criminal charges

LAW 910 Law in London: Clinical Internship 6 IR

Students will spend the first week of the seven week program attending lectures by authorities in English law. This introduction to the English Legal System will prepare the students for their internships by providing an overview of the fundamental tenets of English law, with an emphasis on English legal institutions, court structure, the legal profession, and adjudicative procedure in both civil and criminal cases. Classes during this first week will meet for a minimum of 15 hours and will be supplemented by visits to one of the Inns of Court and the Houses of Parliament and by a guided tour of Legal London. Following this first week of classes, students will undertake six-week internships with barristers, solicitors, public agencies or other legal organizations, under the supervision of Syracuse University College of Law faculty. Internships are full-time jobs, and students are expected to work the normal hours at their placements. During this six-week period these internship experiences are augmented by once-a-week, two-hour evening seminars conducted by the program faculty and cooperating English practitioners. R

LAW 912 Elder Law Clinic 6 S

This clinical course will focus on representation of the elderly in a variety of substantive areas, with initial focus on administrative proceedings regarding public benefits, especially Medicaid. Students will have substantial opportunities to interview and counsel clients, conduct fact investigation, grapple with thorny ethical issues unique to elderly clients, and advocate for clients in a variety of settings, including in administrative proceedings. Students will have primary responsibility for their cases, under the guidance of the faculty member. There may be opportunities for collaboration with medical staff from the SUNY Upstate Geriatric Clinic and other professionals working with the elderly.

LAW 914 Low Income Taxpayer Clinic 3 S

The Low Income Taxpayer Clinic offers legal assistance to low income taxpayers who have controversies with the I.R.S. The controversies may include collection, examination, appeals or Tax Court matters. Student attorneys will also be involved in community outreach and education regarding income tax matters.

LAW 920 Externship Program 2 S

The Externship Program provides students with the opportunity to work with lawyers. The program consists of a two-credit seminar that meets once a week which discusses lawyering as a profession and a 2 or 3 credit yearlong externship placement during which students work under the supervision of a lawyer in offices throughout Upstate New York.

LAW 921 Externship Placement 2-3 S

This is a 2 or 3 credit externship placement where students work under the supervision of a lawyer in offices throughout Upstate New York.

LAW 922 Securities Arbitration Clinic 6 S

Provides legal assistance to small investors who have lost some or all of their investments as a result of improper conduct on the part of stockbrokers, investment advisors, securities firms, and mutual funds. Students enrolled in the SAC provide representation to eligible investors who are required to use the arbitration process for the resolution of their disputes. R1

LAW 923 Disability Rights Clinic 6 S

The Disability Rights Clinic is dedicated to providing representation to individuals and groups in our community who are unable to secure representation elsewhere. One reason DRC clients are unable to find other lawyers to represent them is due to their lack of financial resources. In our community, as elsewhere, the vast majority of lawyers provide legal assistance only to those who can afford to pay for their services. And in recent years, federal funding, the major source of funding for legal services for people with low or no incomes, has been reduced dramatically. A second reason DRC clients are unable to find lawyers elsewhere relates to the types of cases they may have which may involve controversial issues or conflicts of interest for other lawyers. DRC student attorneys practice in federal and state courts, and before administrative agencies in a broad range of civil rights matters, including race, gender, age and disability discrimination, sexual harassment, prisoners rights, immigration, accessibility under the Americans with Disabilities Act, and employment matters.

LAW 955 Community Development Law Clinic 6 S

The Community Development Law Clinic is one of only a handful of law school clinics nationwide which provide students the opportunity to represent not-for-profit housing and community organizations involved in affordable housing development and community economic development for people with low incomes. The Community Development Law Clinic was founded in 1988 with a grant from the United States Department of Education Clinical Legal Experience Program. Since 1989, Associate Professor Deborah Kenn has directed the Community Development Law Clinic, which upon the conclusion of the United States Department of Education grant in 1992, has been funded in full by the College of Law.

LAW 957 Childrens Rights & Family Law Clinic 6 S

This combined clinical offering is designed for students interested in developing legal skills in the area of children's rights and in handling various civil cases. Students will assist in cases pertaining to education, school disciplinary hearings, suspension hearings, children's access to public education and public housing. Students will also represent clients in court and in negotiations to enforce child and spousal support and on divorce and custody cases. Representation of the clients includes interviewing witnesses, gathering evidence, negotiation settlements, appearing in court, and conducting hearings and trials. During the seminar, students will discuss the fundamentals of interviewing, counseling, negotiation, and written and oral advocacy as well as the substantive areas of family and public interest law, public assistance, and social security. R

LAW 959 Advanced Legal Research 3 IR

Advanced Legal Research expands upon the foundation of research skills acquired in the first year. The course addresses effective research methods and strategies, examines the structural and theoretical underpinnings of traditional and automated research systems, and explores specialized areas of research (such as legislative history, administrative law, and non-legal resources). Students will have ample opportunities to refine research techniques through hands-on practice sessions in the law library.

LAW 970 Professional Writing for Lawyers 3 IR

This course offers second- and third-year law students an opportunity to develop further their written communication skills in the context of drafting civil litigation documents. Using civil litigation documents, students will learn/review/practice basic principles and strategies of effective writing, effective legal writing, and effective legal research. The course will emphasize the importance of organization, checklists, samples bank, point of view, audience, strategy, clarity, conciseness, self-editing, and teamwork. Further, the course will aim at helping students to develop confidence in writing and to create a personal writing style.

LAW 972 Topics in Foreign, Comparative & Int'l Law Research 3 IR

The purpose of this course is to offer students a working knowledge of legal bibliography and research methods, both in traditional print sources and in electronic formats, for conducting research in the laws of foreign countries, international law, and comparative law.

**LAW 978 Theories & Strategies in
Persuasive Writing 3 IR**

Using theoretical principles of human nature identified in classical rhetoric, psychology, and literary theory, Theories and Strategies in Persuasive Writing will focus on why certain writing strategies are persuasive and how and when a legal writer might use a particular writing strategy. Specifically, the course will consider the function and use of literary references in persuasive writing; the various persuasive writing strategies based on classical rhetoric theory; and persuasive writing strategies based on psychology theory.

The Martin J. Whitman School Of Management

Melvin T. Stith, Dean
721 University Avenue Suite 215
whitman.syr.edu



Welcome

Welcome to the Whitman School of Management, a top-ranked business school with a diverse faculty and strong focus on leadership building and community engagement. At the Whitman School, students develop a strong business sense across all aspects of management, providing them with the skills, opportunities, and motivation necessary to compete in a global environment.

The Whitman School is a state-of-the-art business school in both programming and facility, reflecting both Syracuse University's commitment and history of innovative business education and the Whitman School's role as a cutting-edge, experiential learning environment. The Whitman School continues to expand its technological resources with secure wireless broadband for students, dedicated HD TVs in computer labs, student loaner laptops, and an enhanced video archive. Students enrolled at Whitman get the best of both worlds, enjoying the intimate and interconnected community of the Whitman School with all the resources and opportunities of a world-class research university.

The Whitman School of Management continues to be ranked among the nation's top business programs. *U.S. News and World Report* ranked both Whitman's undergraduate and graduate programs among the best in the nation, and *Bloomberg BusinessWeek* ranked the undergraduate program in the top 50 in the nation. The Whitman part-time MBA program, the iMBA, was identified among the top AACSB-accredited online graduate programs by the U.S. News and the Financial Times. Whitman's entrepreneurship program has been ranked nationwide by the United States Association for Small Business and Entrepreneurship; *Entrepreneur* magazine/The Princeton Review; *Fortune Small Business*; and *U.S. News & World Report*. Many of Whitman's specialty programs have been highly ranked by *Bloomberg BusinessWeek*, including accounting, strategy, operations, sustainability, business law, marketing management, and ethics.

Mission

The Whitman School of Management is dedicated to:

- Fostering a diverse, supportive learning community focused on developing entrepreneurial managers who will become leaders in an era of global competitiveness and technological advancements;
- Advancing the theory and practice of management by discovering and disseminating relevant knowledge and contributing perspectives on frontline business issues;
- Providing students and faculty select educational experiences that promote intellectual engagement, personal and professional growth, and lifelong scholarship.

Accreditation Information

The Whitman School has been accredited by the Association to Advance Collegiate Schools of Business (AACSB International) since 1920.

Facilities

The Whitman School of Management's 160,000-square-foot sustainable building opened in 2005, with a central focus on students and creating an environment that promotes a culture of collegiality and a high-tech, world-class learning experience. To provide that experience, the Whitman School creates an open community atmosphere with advanced resources and team-oriented learning spaces, including:

- 22 classrooms
- 200-seat auditorium
- 20 team meeting rooms each for graduate and undergraduate students
- three-story, 4000-square-foot Grand Hall
- undergraduate and graduate computer clusters
- 74 faculty offices
- a faculty research center
- an Investment Research Center
- a center for entrepreneurial start-ups
- a 100-seat cafe
- a special-events room with outdoor terrace

The Whitman School of Management's building is dedicated to sustainability, providing environmentally friendly resources and features for an enhanced "green" experience.

Research Centers & Institutes

The Whitman School building boasts many spaces for innovative and collaborative research that provide experiential learning and prepare students for careers across a broad range of business areas. Sophisticated software and integrated technology coupled with advanced workshops and seminars create an ideal learning atmosphere. Whitman's diverse research centers and institutes include:

- Africa Business Program
- The Ballentine Investment Institute
- The George E. Bennett Center for Tax Research
- The Robert H. Brethen Operations Management Institute
- The Michael J. Falcone Center for Entrepreneurship
- The H. H. Franklin Center for Supply Chain Management

- Goodman Leadership Center
- The Olivia and Walter Kiebach Center for International Business Studies
- The James D. Kuhn Real Estate Center
- The Harry E. Salzberg Memorial Program
- The Earl V. Snyder Innovation Management Center
- Sustainable Enterprise Partnership
- Transactional Records Access Clearinghouse (TRAC)

Graduate Program Overview

Graduate programs in management have been offered since 1948, and distinguished alumni employed in private, public, and nonprofit sector organizations attest to their quality. As one of our more than 400 full- and part-time graduate students, the student benefits from the sense of community that exists within the relatively close-knit graduate student body, while still being able to take advantage of the resources offered by a major university of 15,000 students.

The Whitman School offers full-time Master's programs in Accounting, Business Administration (MBA), Entrepreneurship, and Finance along with distance learning programs in Accounting, Business Administration (MBA) and Supply Chain.

FULL-TIME MBA

Students in the Whitman MBA program at Syracuse University receive a well-rounded education that incorporates both the theoretical background and practical experience needed to succeed in today's ever-changing global economy. The experiential learning component encourages students to apply classroom learning to business problems, connect with decision makers, and deliver tangible results that add value to sponsoring organizations. Students build an experiential portfolio through internships, consulting, specialized courses, community engagement, and other practical experiences that make them more valuable in the marketplace.

iMBA (DISTANCE LEARNING)

iMBA is a limited-residency distance learning MBA program for executives offered by the Whitman School of Management at Syracuse University. For more than 30 years the Whitman School has delivered an MBA through a uniquely flexible format combining in-person residency and distance learning. Residencies are held on the SU campus and in other sites in the U.S. and abroad. Learning between residencies is supported by the full-time faculty and a Web-based course management system.

The iMBA program features the same curricular content, faculty, and degree as the full-time MBA program at the Whitman School. iMBA students also enjoy the same opportunities to engage in extracurricular activities and connect with the Whitman community.

The degree awarded to iMBA program graduates is accredited by the AACSB International and is identical to the MBA degree awarded other Whitman School MBA graduates.

MS ACCOUNTING

The MS in Accounting program at the Whitman School of Management produces graduates with the highest level of professionalism and the educational requirements needed to take the CPA exam in New York and many other states. This rigorous program attracts students with a background in accounting and those with education in other disciplines. If entering with a bachelor's degree in accounting, students complete 30-credits in one year while those without a degree in accounting are required to take up to an additional year of study depending on the student's previous business and accounting coursework.

Whitman MS in Accounting students take advanced courses in financial statement analysis, strategic cost analysis, advanced auditing, taxes and business strategy, economics, and statistics along with a variety of electives to complement their career goals. The recently redesigned curriculum prepares students for the expanding roles accounting professionals play in business strategy, consulting, information management, planning, and decision-making.

iMS ACCOUNTING (DISTANCE LEARNING)

The iMS in Accounting is the Whitman School of Management at Syracuse University's limited-residency distance learning program for accounting professionals. The iMS program features the same curriculum and faculty as the full-time MS in Accounting program at Whitman and the degree awarded is the same. Prospective students must possess a qualified undergraduate degree in accounting.

The accounting profession offers tremendous career opportunities today—in public, corporate, and not-for-profit sectors. In most states, becoming a CPA involves earning a total of 150 credit hours of collegiate training—30 hours beyond the typical undergraduate program. This requirement is already in effect in most states, and will become effective in New York in 2009.

That's why a number of accounting graduates are choosing to pursue the MS degree in the Whitman School of Management at Syracuse University through the iMS in Accounting program. The iMS allows accounting professionals the opportunity to earn their MS degree in a flexible format while working full-time. The iMS blends three weeks of residency on the SU campus annually with longer periods of distance learning.

MS ENTREPRENEURSHIP

The 30-credit hour Whitman MS in Entrepreneurship program provides a rigorous immersion into the nature of entrepreneurship and the entrepreneurial process. Combining core content with a strong commitment to experiential learning, the program is targeted to students with a passion for entrepreneurship in for-profit, non-profit, and public sector contexts.

The MS in Entrepreneurship program is designed for students interested in creating growth-oriented for-profit or non-profit ventures. Special emphasis is placed on students from professional disciplines.

MS FINANCE

The MS in Finance program in the Whitman School of Management at Syracuse University is a rigorous, one year curriculum that prepares students to be leaders in the dynamic, fast-paced, and intellectually challenging world of finance. The program's core courses explore the nature of capital markets as they relate to organizational goals and provide an understanding of how broad principles of finance and quantitative methods can be applied to create investment strategies.

The MS in Finance program is flexible and allows students to customize their degree by taking elective courses in any of the following areas: statistics, accounting, economics, risk management, real estate, and corporate finance. With a state-of-the-art trading room, Whitman MS in Finance students have personal access to current market data, live news feeds, software for analysis, and other resources used by professionals in the field, including Bloomberg certification terminals and Factset terminals through Whitman's Ballentine Investment Institute.

iMS SUPPLY CHAIN (DISTANCE LEARNING)

The Whitman's School is home to the first supply chain program in the country, established in 1919. With an emphasis on managing risk in today's global supply chains, this 30 credit-hour program consists of the Management Foundation, the Supply Chain Management core, one of several integrative Supply Chain Management "selective" courses, and a culminating experience. Students who have satisfactorily completed the equivalent of any of the required foundation courses in their undergraduate coursework may substitute courses chosen from the approved selective course list. Upon satisfactory completion of all coursework and the culminating experience, students are awarded a Master of Science in Supply Chain Management degree from the Whitman School of Management and Syracuse University.

The Whitman iMS in Supply Chain Management is a distance learning program, with coursework being completed online and independently with three mandatory residencies each year on the Syracuse University campus.

The Whitman School is happy to work with any organization who wishes to send large groups of students or to customize the program to fit specific needs.

Graduate Admissions & Financial Aid

ADMISSION

Candidates with bachelor's degrees from an accredited college or university are eligible for admission. Full-time M.B.A., M.S. Entrepreneurship and M.S. Finance candidates may apply for the fall term admission only. M.S. Accounting candidates may apply for fall or spring admission. iMBA and iM.S. in Accounting candidates may apply for fall, spring, and summer admission.

Although no specific undergraduate majors are required for admission, the transition to the rigors of a graduate management program is facilitated by a basic knowledge of economics, mathematics, and the social sciences.

Full-time work experience before applying for admission to our graduate programs is a decided plus. It provides a frame of reference that enables students to relate the concepts and theories presented in class to the real world.

FINANCIAL AID

The Whitman School of Management awards full-time graduate management students one a number of scholarships on a merit basis. Need is not taken into account in the selection process. The awarding process takes into consideration all of the materials submitted in the candidate's admission application. A number of loan opportunities are available to all full-time students. There are no scholarships available for M.S. Entrepreneurship candidates.

Part-time students generally take advantage of their employers' educational benefits. However, loan opportunities are available, provided students enroll in at least 6 credits per semester.

ADDITIONAL INFORMATION

Detailed information about admissions requirements, programs, courses, facilities, costs, financial aid, student activities, and services can be found online at whitman.syr.edu. It also includes instructions for submitting an application for admission. Students interested in graduate management programs at Syracuse should consult the web site for complete information.

Graduate Career Services

CAREER SERVICES

The Whitman Career Center works in partnership with students to create a personalized career plan that integrates academic training with experiential learning and the acquisition of internship placements that sets students on the right path for achieving their career goals. On-boarding begins at the point of admissions with students tackling assignments that create awareness of their strengths, and the application of their experiences to their future goals. At orientation, students address assignments that continue to build a career plan that supports internship placement, selection of a concentration, and identification of experiential learning options. The goal of these efforts is to provide students a holistic viewpoint of their career assets, and the development of lifetime career management skills.

Armed with a career plan, students have access to the SU posting board called "OrangeLink" where employment opportunities are listed for student review and application. In addition, the Whitman Career Center maintains a partnership with MBAFocus, whose resume database is viewed by Fortune 500 corporations as the corporations seek to recruit graduate candidates. The Whitman School uses these systems as a means to promote our students as candidates to businesses throughout the world. Students are also encouraged to take advantage of national career fairs as a means to promote their careers, and to acquire internships and permanent employment.

From the beginning of your degree program through graduation, the Whitman Career Center works in partnership with you to assist you in achieving your career goals.

GRADUATE INTERNSHIPS

Graduate internships provide opportunities for full-time M.B.A students to gain practical, professionally related experience. These opportunities integrate classroom instruction with activities in the business world.

Internships may be for a semester full time, a semester part time, or a summer full time. Companies are asked to provide challenging project-related internships, which may be either salaried or nonsalaried. The intern may combine academic credit with the experience by completing a three-credit

independent research project under the direction of a faculty member.

STUDY ABROAD AND GLOBAL INTERSHIPS

As a pervasive theme in every Whitman School of Management program, managing in a global setting takes on special meaning for Syracuse students who may elect to spend a summer in one of the Syracuse study centers specializing in international business. Students take course credits, work in pre-arranged internships, or experience the cultural and business environments in London, U.K.; Shanghai, China; and Singapore. Syracuse students have studied at several additional sites including: Madrid, Spain; and Hong Kong. Other possibilities, including France and Japan, exist through our cooperative arrangement with the American Graduate School of International Management (Thunderbird) Consortium.

Syracuse students have interned overseas with financial firms such as Morgan Stanley and National Westminster Bank in London, multinationals such as Johnson & Johnson and General Electric in Singapore, and assist in operating small and medium-sized enterprises in China. Interested students should apply early and plan their programs of study to allow for a summer away from campus.

Academic Offerings

MS In Accounting

Contact - William J. Walsh, Director, 616 Whitman School of Management, 315-443-3589, wjwalsh@syr.edu

The master in science in accounting program is a 30 credit program for students with qualified undergraduate degrees in accounting. For students with other educational backgrounds, the program length varies from 30 to 63 credits, depending on the number of qualified accounting and management courses completed as an undergraduate or graduate student. M.S. accounting students complete four required courses and choose a set of electives based on their professional interest and objectives.

The M.S. in Accounting degree meets the educational requirements for CPA licensure in New York state and most other 150 hour states.

Curriculum

The rigorous Whitman MS in Accounting program is designed for students of all academic backgrounds. Those entering with a bachelor's degree in business administration with at least 24 credits in accounting courses are eligible for the one-year, 30-credit program. Students without the appropriate coursework in accounting, economics, finance, and quantitative methods may be required to take undergraduate and/or graduate-level foundation courses as part of the program. Total of 30 credits taken in following areas:

ACC 725 - Financial Statement Analysis
ACC 736 - Strategic Cost Analysis
ACC 747 - Advanced Auditing
ACC 757 - Taxes and Business Strategy
Finance Elective
Quantitative Methods Elective
Economics Elective
Electives (3)

Learning Goals

Learning Goal 1: Whitman MSA graduates will have an advanced understanding of the major functional areas of accounting.

- MSAs will be able to analyze financial statements and understand the impact of accounting and operating decisions on reported financial performance.
- MSAs will understand the impact of business decisions on product and other operating costs and their impact on business performance.
- MSAs will have an understanding of the economic nature of auditing and knowledge of the factors that impact auditor performance.
- MSAs will understand the impact of taxes on business decisions and their strategic implications.

Learning Goal 2: Whitman MSAs will be effective, persuasive communicators.

- MSAs will be able to utilize effective strategies for communicating with and listening to other individuals and groups.
- MSAs will be able to develop, organize and generate clear and effective professional briefings and reports.
- MSAs will be able to develop and support arguments that are fact-based, conceptually coherent, and compellingly persuasive.

Learning Goal 3: Whitman MSA graduates will demonstrate skills in accounting research, critical thinking and problem solving, supported by appropriate analytical and quantitative techniques.

- MSAs will be able to research accounting, auditing and tax issues to develop appropriate recommendations and conclusions.
- MSAs will be able to gather, manipulate, and analyze data for purposes of understanding business problems and designing solutions for them.
- MSAs will be able to generate accounting solutions to business problems.

Learning Goal 4: Whitman MSAs will demonstrate the ability to think strategically about the relationship between business decisions and accounting policy implications.

- MSAs will be able to identify strategic issues and how they are impacted by accounting decisions.
- MSAs will be able to explain and apply concepts, models and tools of strategic analysis.
- MSAs will be able to identify and evaluate the short-term and long-term accounting implications of business decisions.
- MSAs will be able to appraise situations faced by a business organization from a broad perspective that considers economic, legal, ethical, and social factors.

- MSAs will be able to integrate knowledge and concepts from different functional areas of business to analyze accounting decisions.

Master Of Business Administration (MBA)

Contact - Maurice Harris, Associate Dean for Master's Programs; 315 Whitman School of Management, 315-443-9215, maharr17@syr.edu

Students in the Whitman MBA program at Syracuse University receive a well-rounded education that incorporates both the theoretical background and practical experience needed to succeed in today's ever-changing global economy. The experiential learning component encourages students to apply classroom learning to business problems, connect with decision makers, and deliver tangible results that add value to sponsoring organizations. Students build an experiential portfolio through internships, consulting, specialized courses, community engagement, and other practical experiences that make them more valuable in the marketplace.

Curriculum

The M.B.A. curriculum is designed as a 54-credit program and normally requires two years or four academic semesters to complete on a full-time basis. It consists of two elements: 36 credits of required core courses and 18 credits of electives. Students are required to complete at least 6 credits of experiential credit. A minimum of 9 credits of electives selected in one area may form a concentration. M.B.A. students may choose a concentration in accounting, entrepreneurship, finance, marketing or supply chain management. Students may select electives from other graduate programs in the University.

Core Courses and Credits

MBC 600 Managerial Skills (1.5)
MBC 601 Economic Foundation of Business (1.5)
MBC 602 Economics of International Business (1.5)
MBC 603 Creating Customer Value (1.5)
MBC 604 Managing the Marketing Mix (1.5)
MBC 606 IT for Decision Support (1.5)
MBC 607 Understanding Financial Statements (1.5)
MBC 608 Creating Financial Statements (1.5)
MBC 609 Accounting for Managerial Decisions (1.5)
MBC 610 Opportunity Recognition and Ideation (1.5)
MBC 616 Operations Management (1.5)
MBC 617 Supply Chain Management (1.5)
MBC 618 Competitive Strategy (1.5)
MBC 619 Corporate Strategy (1.5)
MBC 627 Financial Markets & Institutions (1.5)
MBC 628 Fundamentals of Financial Management (1.5)
MBC 629 Legal & Ethical Aspects of Management (1.5)
MBC 630 Behavior in Organizations (1.5)
MBC 638 Data Analysis & Decision Making (3)
MBC 647 Global Entrepreneurial Management (3)
SCM 656 Project Management or (3)
MIS 655 CRM with SAP or
BUA 650 Managing Sustainability

Free Electives 18

Students are required to complete 6 approved experiential elective credits through at least two distinct experiences. These experiences include internships, consulting, specialized courses, community engagement and other practical experiences.

Accounting

The accounting department offers courses in the areas of accounting and management information systems.

Accounting

Chair David Harris, 624 Whitman School of Management, 315-443-3362, dgharris@syr.edu

All organizations rely on accounting information to make decisions. Accounting courses emphasize the analysis of accounting information for strategic operating, financial, and tax decisions. In addition to foundation accounting courses, offerings include financial statement analysis, strategic cost analysis, and taxes and business strategy.

Career opportunities for individuals with accounting skills include professional accounting positions in audit, tax, information systems, and consulting, as well as corporate positions as controllers or financial analysts. The M.B.A. program is not designed for those who seek CPA licensure. M.B.A. students who seek CPA certification must carefully choose their electives, and normally will need to take additional courses to meet the educational requirements to be eligible to sit for the Uniform CPA examination.

Management Information Systems

Michel Benaroch, Area Coordinator; 535 Whitman School of Management, 315-443-3492, mbenaroc@syr.edu

Today's business environment requires M.B.A. graduates to have a thorough understanding of how traditional and e-business enterprises effectively deploy and use information technologies to enable business transformation and innovative competitive strategies, facilitate integration across business functions and supply chain networks, and enhance managerial decision making for business performance. The focus of the MIS curriculum is on helping students understand how organizations can develop and manage technological capabilities necessary for meeting current and future business needs. Our courses provide coverage of technologies, frameworks, methodologies, and tools related to advanced decision support and data mining, database management, project management, customer relationship management, and web-based system development, among others.

Courses in MIS provide M.B.A. students and students majoring in engineering management with the concepts, theories, and best practices needed for deploying and managing technology in rapidly changing business environments. Career opportunities for graduates include such positions as management

consultant, technology manager, systems analyst, end-user computing specialist, business intelligence specialist, and other career-oriented managerial positions.

Entrepreneurship & Emerging Enterprises

Chair George Burman, Professor; 521 Whitman School of Management, 315-443-3602, gburman@syr.edu

The EEE Program offers a unique M.B.A. concentration that combines themes that are critical for sustainable competitive advantage in any modern industry: entrepreneurial management, innovation, and global leadership. The entrepreneurial process is applied in a variety of organizational contexts. The courses in the concentration are designed to reflect a logical flow. Students first take a core course that establishes a strong entrepreneurial foundation, including what entrepreneurial management is, how to think about entrepreneurship, and the implications of entrepreneurial thinking and acting for a student's approach to venture opportunities. This is followed by two elective EEE courses. The concentration ends with a capstone experience completed during the final semester, where students integrate all of their M.B.A. learning and apply it to the actual creation and implementation of an entrepreneurial concept.

The entrepreneurship concentration is intended as a comprehensive student experience. Accordingly, the program incorporates a number of pedagogical innovations and extracurricular initiatives. In addition to lectures, elective courses will expose students to presentations from entrepreneurs, participation in a novel creativity program, field consulting with existing small businesses, work in local business incubators, hands-on case studies, international entrepreneurship student exchanges, work with small businesses in completing an entrepreneurial audit, and the conceptualization and implementation of a new business idea together with a complete business plan and a pitch to a source of venture financing. Students are invited to enter business plans in the Panasci Business Plan Competition, an annual campus-wide competition with more than \$50,000 in awards for winners. Student initiated ventures can also operate in the Couri Entrepreneurial Hatchery. Each student in the program can be assigned to a successful entrepreneur, who will serve as a mentor. The D'Aniello Entrepreneurial Internship provides students with hands-on experience in an entrepreneurial venture.

Finance

Chair Peter Koveos, 510 Whitman School of Management, 315-443-1386, peter@syr.edu

The study and understanding of finance is an integral component of decision-making in all areas of business. Finance is a global, dynamic and exciting discipline. It offers a unique blend of theory and practical applications. Students studying finance should have excellent knowledge of economics and accounting, be able to use quantitative tools, and be willing to function in a world full of challenges and uncertainty. They thus become members of a profession that can be both intellectually and professionally rewarding. Offerings include courses in financial management, investments, the security market, international financial management, distress investing, portfolio management, real estate finance, financial engineering, financial modeling, financial planning, and financial institutions.

The department is also responsible for the offering of statistics courses in the Whitman School. In today's information age, knowledge of managerial statistics is useful in virtually every functional area of management. The concepts and tools of statistics are used to extract useful information from data to facilitate effective managerial decisions. For example, statistical techniques are used to design marketing studies, sample production units and customers, forecast business and economic conditions, formulate decision models that incorporate risk considerations, model the volatilities in stock returns, and monitor and control performance in a wide variety of managerial processes. The modern manager must be familiar with the assumptions underlying various statistical techniques and should be able to judge their appropriateness in a variety of situations. In addition, he or she should be able to perform selected analyses to voluminous data sets using available computer programs and interpret results in a valid and meaningful way. Courses in managerial statistics prepare students to be both producers and consumers of statistical analyses.

Management

Chair Dennis Gillen, 538 Whitman School of Management, 315-443-3432 dgillen@syr.edu

To be successful, organizations must be able to excel in complex and global business environments, and managers must be able to lead within diverse and dynamic workplaces. The Management Department at Whitman offers courses on how organizations, employees, and managers can succeed in meeting today's internal and external business challenges. The Management Department is composed of two areas: strategy and human resources and law and public policy. The faculty of the Management Department teaches courses and conducts research in the areas of strategy, organizational theory, law and public policy, organizational behavior, ethics, leadership, and human resources. The rapidly changing business environment and the growing complexity of organizations, coupled with increased competitive pressures across industries and countries, has made courses from this department important for many careers. The faculty of the Management Department strive to provide the highest-quality classroom experience and have won several teaching awards.

Marketing

Chair Frances Gaither Tucker, 637 Whitman School of Management, 315-443-3442.

Students of marketing are expected to appreciate the interrelatedness of the perspectives of consumers, intermediaries (e.g. retailers, distributors), and manufacturers.

The marketing curriculum is flexible and can accommodate interdisciplinary interests. Students can pick and choose from a wide menu of elective courses to build expertise in traditional areas of marketing (product management, marketing communication, and marketing research) and in channel and supply chain management.

Marketing Management

The marketing management program in the Whitman School is designed for students to encounter all the basic challenges in the industry: how a company decides what to sell, the customers and markets to target, and the best means of reaching them. In many courses, students work in project teams—just as professionals do—to create strategies for product development, pricing, promotion, and distribution. Students learn to respond to the demands of competitors, the government, and larger social issues.

Marketing graduates are prepared for broad and promising career options, including advertising and promotion management, business-to-business marketing, consulting, marketing management, marketing research, new product development, product and brand management, retailing and wholesaling, sales management, and managing a family business.

Supply Chain Management

All purposeful organizations transform various inputs to some form of output. This may involve the actual manufacturing process of a product or the delivery of a service. In supply chain management, students apply decision-making methods to the design, planning, and control of such transformation

systems.

To design and plan the supply chain system, managers must understand aggregate forecasting, location analysis, physical layout, and maintenance policies. Running supply chain systems involves short-run forecasting, capacity planning, scheduling and control, inventory control, and quality and cost control. It is also critical that students understand the design of information systems, which relate all these areas to the activities of other units in the organization.

Since the problems studied in supply chain management are common to all organizations, career opportunities exist in varied public and private organizations including distribution, banking, transportation, health care, government, consulting, and in the more traditional retailing and manufacturing areas.

MBA Learning Goals

Learning Goal 1: Our graduates will understand how to effectively manage organizational resources.

- Our students will be able to summarize key traits of different organizational resources, including financial capital, human capital, intellectual capital, technology resources, relational resources, and processes.
- Our students will be able to measure, organize and allocate resources in order to effectively meet organizational objectives.
- Our students will be able to evaluate, prioritize and plan the acquisition of resources that are aligned with organizational objectives

Learning Goal 2: Our graduates will be effective, persuasive communicators.

- Our students will be able to utilize effective strategies for communicating with and listening to other individuals and small groups.
- Our students will be able to develop, organize and generate clear and effective professional briefings and reports.
- Our students will be able to develop and support arguments that are both conceptually coherent and compellingly persuasive.

Learning Goal 3: Our graduates will demonstrate skills in inquiry, critical thinking and problem solving, supported by appropriate analytical and quantitative techniques.

- Our students will be able to gather, manipulate, analyze and generate data for purposes of understanding business problems and design solutions for them.
- Our students will be able to apply industry standard tools and technologies to facilitate the problem solving process.
- Our students will be able to generate original and innovative solutions to new and existing business problems as well as justify the solutions.

Learning Goal 4: Our graduates will demonstrate the ability to think strategically about business issues.

- Students will be able to identify and differentiate strategic issues from tactical ones.
- Students will be able to explain and apply concepts, models and tools of strategic analysis.
- Students will be able to identify and evaluate the short and long term implications of business decisions for an organization's stakeholders.
- Students will be able to appraise situations faced by a business organization from a broad perspective that considers economic and social factors.
- Students will be able to integrate knowledge and concepts from different functional areas of business in the course of analyzing and resolving strategic-level decision problems.

Learning Goal 5: Our students will learn to function with an entrepreneurial spirit.

- Our students will be able to discover and evaluate business opportunities.
- Our students will be able to apply entrepreneurial thinking when acting within different facets and functional areas of business.
- Our students will be able to apply creativity and innovation processes to solve business problems.
- Our students will be able to recognize and assess risks surrounding innovative actions as well as generate approaches for mitigating and managing risks.
- Our students will be able to develop an original business idea and prepare a comprehensive business plan for its implementation.

Learning Goal 6: Whitman MBA's will demonstrate the ability to manage in a global environment.

- Whitman MBA's will demonstrate awareness and understanding of world geography, languages and cultures.
- Whitman MBA's will be able to identify and explain cultural similarities and differences in societies across the globe.
- Whitman MBA's will be able to integrate opportunities and threats across the globe into their analysis of business situations.

Ph.D. In Business Administration

Contact - Ph.D. Program Director, Whitman School of Management, 721 University Avenue, 315-443-4421.

The program of study leading to the doctor of philosophy degree prepares outstanding candidates for academic careers in higher education and research positions in industry and government.

The program stresses academic competence and preparation for a scholarly career in one of the fields of business administration such as accounting, finance, marketing, entrepreneurship, management, management information systems, managerial statistics, and supply chain management. A supporting field in another discipline or interdisciplinary area within the Whitman School of Management or elsewhere in the University is required. In addition, research methods coursework is required.

Individual programs of doctoral candidates vary according to their objectives, special interests, background, and previous formal educational preparation. Each student's program must be approved by the candidate's advisor.

Admission

It is normally expected that applicants will hold an appropriate master's degree from an accredited institution, although outstanding students will be considered with a baccalaureate degree. Applicants must:

Obtain recommendations from at least three professors thoroughly familiar with their previous academic performance and qualified to evaluate their ability to do doctoral work;

Achieve an acceptable score (600 or better) on the Graduate Management Admissions Test (GMAT), administered nationally by the Educational Testing Service of Princeton, New Jersey. Recently enrolled students have an average GMAT of 660;

Present a previous academic record of superior quality (3.5 cumulative average or better in graduate work); and

Meet the Syracuse University Graduate School requirements for matriculation.

Degree Requirements

Depending upon a candidate's training and experience, a minimum of 72 graduate credits beyond the baccalaureate degree are required. Students are also expected to complete a summer research paper under a faculty mentor. The coursework includes a dissertation that demonstrates ability to do original scholarly research. An oral defense of the dissertation is required. In addition, students are exposed to teaching-related experience during their program prior to degree completion.

The Ph.D. is a full-time program in which students are engaged in full-time graduate study, research, and teaching. Information can be found on the Internet at whitman.syr.edu/phd

Defense Comptrollership Program

Contact - Col. (Ret.) David Berg, Director, 420 Whitman School of Management, 315-443-2898, dberg@syr.edu.

The Defense Comptrollership Program (DCP) is a unique cooperative endeavor between the Department of Defense/ Department of Homeland Security and Syracuse University. Jointly established in 1952 by the Whitman School of Management and the Maxwell School of Citizenship and Public Affairs, DCP was designed to provide an academic foundation of both business and government theory. It is a dual degree M.B.A./Executive Master of Public Administration (Executive M.P.A.). As the practice of these concepts and theories will be utilized in the dynamic environment of national defense, emphasis is placed upon the implications for comptrollership. The DCP participants pursue the traditional M.B.A. and Executive M.P.A. curriculum along with the other graduate students during the fall and spring semesters. The transition to the practice of Defense Comptrollership is delivered to the DCP class during summer sessions. As part of the course, students are required to take the Certified Defense Financial Management Exam and spend a week in Washington D.C. Upon successful completion of the 14-month tailored curriculum, commissioned officers and professional civilian employees are awarded both an M.B.A. and an Executive M.P.A. degree and assigned to resource management positions throughout the U.S. Government.

MS In Entrepreneurship

Contact - George Burman, 521 Whitman School of Management, 315-443-3602, gburman@syr.edu

The master's in entrepreneurship program provides a rigorous immersion into the nature of entrepreneurship and the entrepreneurial process. Core content is coupled with a strong commitment to experiential learning. It is targeted to students with a passion for entrepreneurship in for-profit, non-profit, and public sector contexts. It is a 30-credit program and can be completed in one year. Admission requirements include a bachelor's degree, GMAT scores, and a written proposal for a venture. Entrepreneurial or other work experience is preferred.

Curriculum

Required Business Foundation (12 Credit Hours)

Number Course Title - All 1.5 Credits each
MBC 603 Creating Customer Value
MBC 607 Understanding Financial Statements
MBC 609 Accounting for Managerial Decisions
MBC 610 Opportunity Recognition and Ideation
MBC 618 Competitive Strategy
MBC 627 Financial Markets & Institutions
MBC 628 Fundamentals of Financial Management
MBC 630 Behavior in Organizations

Entrepreneurial Core - Select **EEE620 and 4 Additional Courses (15 Credit Hours)**

Number Course Title - All 3 Credits each
EEE 620 Foundations of Entrepreneurship
EEE 625 Venture Capital
EEE 630 Entrepreneurship in Engineering and Science
EEE 643 Emerging Enterprise Consulting
EEE 644 Dilemmas and Debates in Entrepreneurship
EEE 682 Entrepreneurial Marketing
MAR 752 Introduction to Innovation Management
MAR 757 Managing Product Development
MAR 761 Marketing Strategies for Innovations
LAW 814/815 Technology Transfer and Commercialization*

Required Entrepreneurship Field Experience

Number Course Title
EEE 670 Entrepreneurship Field Experience (3 credits)

Learning Goals

Learning Goal 1: Whitman MSEs will understand how to effectively manage organizational resources.

- MSEs will be able to summarize key traits of different organizational resources, including financial capital, human capital, intellectual capital, technology resources, relational resources, and processes.
- MSEs will be able to measure, organize and allocate resources in order to meet organizational objectives in an effective, ethical, and sustainable manner.
- MSEs will be able to evaluate, prioritize and plan the acquisition of resources that are aligned with organizational objectives.
- MSEs will be able to demonstrate an understanding of group and individual dynamics in organizations.

Learning Goal 2: Whitman MSEs will demonstrate skills in inquiry, critical thinking, problem solving, and strategic analysis.

- MSEs will be able to gather, manipulate, and analyze data for purposes of understanding business problems and designing solutions for them.
- MSEs will be able to generate original and innovative solutions to new and existing business problems.
- MSEs will be able to explain and apply concepts, models and tools of strategic analysis.

Learning Goal 3: Whitman MSEs will be able to explain the unique nature of entrepreneurship.

- MSEs will be able to discover and evaluate business opportunities.
- MSEs will be able to apply entrepreneurial thinking when acting within different facets and functional areas of business.
- MSEs will be able to apply creativity and innovation processes to solve business problems.
- MSEs will be able to recognize and assess risks associated with innovative actions as well as generate approaches for mitigating and managing risks.

Learning Goal 4: Whitman MSEs will be able to explain the entrepreneurial process.

- MSEs will be able to apply principles of entrepreneurial marketing.
- MSEs will be able to construct bootstrap financing options.
- MSEs will be able to articulate processes for acquiring venture capital.
- MSEs will be able to develop a comprehensive business plan.

MS Finance

Contact - Peter Koveos, Chair; 510 Whitman School of Management, 315-443-3598, peter@syr.edu

The M.S. in finance challenges students to develop a thorough understanding of the global framework of finance and proceed to concentrate their efforts in selected areas of the discipline, such as corporate finance or investments. The preparation afforded to students desiring in-depth knowledge of finance must be commensurate with the increased complexity of the financial environment, as exemplified by greater opportunities and risks, larger array of products and financial management strategies, and greater degree of competition in the market for properly trained graduates. The Whitman School provides this knowledge through excellent and diverse year-round programs offered by an outstanding faculty.

The M.S. in finance places emphasis on attracting highly qualified students from around the globe and building a program with an excellent reputation and a record of successful placements. Upon completion of the program, graduates will have an understanding of the field of finance and the ability to use the appropriate theory and methodology to excel in today's global financial environment.

Students entering the program should have appropriate background in accounting, economics, finance, and quantitative methods. If necessary, students will register for one or more of the available refresher courses. The core of the program consists of 30 credit hours, of which 18 to 21 must be in finance. Students must take Investment Analysis, Financial Management, and four to five additional courses in finance. The remaining courses may be taken in related areas (statistics, accounting, economics, and international business). Available electives include International Financial Management, Portfolio Analysis, Applied Financial Management, Options and Futures Markets, Distress Investing, and Securities Markets.

In addition to the course work offered in Syracuse, students have the opportunity to participate in various international programs. The London Summer Program offers internships with prestigious international firms. The Shanghai Summer Program provides a unique view into the world of the important Asian markets.

Curriculum

The Whitman MS in Finance can be completed with 30 credits (typically one year) by students with academic backgrounds in finance, economics, accounting, and business. Students without academic backgrounds in these areas should expect to take up to an additional nine hours of foundation courses as part of the program. The MS Finance program advisor reviews each student's academic background and designs a program personally suited for the student.

Total Credits Required 30

Finance Courses 18-21 credits
FIN 756 Investment Analysis
FIN 751 Corporate Financial Policy and Strategy
FIN 657 International Finance
FIN 758 Portfolio Analysis
FIN 665 Securities Markets
FIN 659 Derivatives
FIN 666 Distress/Value Investing
FIN 743 Real Estate Finance
FIN 741 Credit Risk Management
FIN 742 Operational Risk Management
FIN 761 Financial Modeling
FIN 855 Financial Management

Courses from Related Fields 9-12 credits

MS Finance Learning Goals & Objectives

Learning Goal 1: Our graduates will understand finance in the context of global environment, businesses and securities.

- MSFs will be able to critically analyze the global financial and regulatory environments and implications of changes therein.
- MSFs will be able to assess the structure, conduct and performance of the financial sector, and the importance of key decisions made by investors and financial managers.
- MSFs will be able to employ appropriate methods in the valuation and use of securities such as stocks, bonds and derivatives.

Learning Goal 2: Our graduates will achieve an in-depth knowledge in the major areas of finance: (i) corporate finance, (ii) investments and financial markets, and (iii) risk management and quantitative finance.

- MSFs will be able to analyze corporate financial policies and strategies, and understand the processes involved in valuation methods for project investments, initial public offerings, mergers and acquisitions, and divestitures.
- MSFs will be able to evaluate stand-alone investments as well as their treatment in the context of a well-diversified portfolio.
- MSFs will understand how global financial markets operate in terms of their dynamics and regulatory environment.
- MSFs will be able to appropriately employ methods and techniques in measuring, mitigating and managing risk.

Learning Goal 3: Our graduates will be able to think critically in evaluating strategies and employing relevant tools.

- MSFs will be able to use up-to-date methods in the asset valuation, asset management, and corporate financial planning processes.

Learning Goal 4: Our graduates will be proficient in quantitative analyses.

- MSFs will be able to understand the framework and applications of financial models.
- MSFs will be able to use software for financial modeling and applied statistics.

IMBA(Distance Learning MBA)

(iMBA) DISTANCE LEARNING M.B.A.

Contact – Maurice Harris, 315 Whitman School of Management, 315-443-3963, maharr17@syr.edu

The iMBA is the Whitman School's uniquely flexible executive M.B.A. program for executives. Syracuse University has offered an M.B.A. program via distance learning since 1977. As with the full-time M.B.A. program, the iMBA is accredited by AACSB—the Association to Advance Collegiate Schools of Business. In the iMBA, students from 10 countries and all parts of the United States pursue the M.B.A. degree in a limited residency format. All students participate in one-week residencies on the Syracuse University campus each January, May, and August. Optional residencies in selected international locations are also offered. During a residency, students meet their new faculty and classmates, complete initial assignments, form teams, and obtain all the information they need to progress smoothly in their coursework for that semester. Between residencies, coursework is supported by the full-time faculty and an excellent web-based course management system. Final exams for each semester's courses are usually taken on campus at the start of the next residency. This program allows students to complete the full M.B.A. degree in about three years without interrupting their careers.

Curriculum

Course # Course Title - All 3 credits each

ECN 604 Economics for Managers
MBC 631 Financial Accounting
MBC 632 Managerial Accounting
MBC 633 Managerial Finance
MBC 635 Operations Management
MBC 636 Marketing Management
MBC 638 Data Analysis & Decision Making
MBC 639 Leadership in Organizations
MBC 645 Strategic Management
MBC 647 Project in Entrepreneurship
LPP requirement
MIS requirement

18 credits of electives

JD/MBA & JD/MS In Accounting Or Finance

J.D./Master of Business Administration and J.D./Master of Science in Accounting or Finance

Business and industry must take public and private law into account in all decisions. The College of Law and the Martin J. Whitman School of Management have responded by creating joint degree programs in business administration and accounting. Students may obtain a J.D. and M.B.A. or M.S. in accounting or finance in four years instead of the five years necessary when both programs are pursued separately. These programs are particularly appropriate for students with career objectives in corporate law, tax law, or labor law. J.D./M.B.A. students generally complete program requirements in four academic years. Program structure for the J.D./M.S. in accounting or finance varies substantially depending on the student's accounting and management background and

desire for certification. Because a joint degree program involves reciprocal application of electives, students are not awarded either degree until the requirements for both degrees are completed.

For further information, please contact the College of Law Admissions Office, 315-443-1962, admissions@law.syr.edu

Current College of Law Students: please contact the College of Law Office of Student Life, 315-443-1146, studentlife@law.syr.edu

Media Management (M.S.)

Contact Stephen Masielat, Director
255A Newhouse 3, 315-443-9243.

Newhouse faculty: See faculty listings for the S.I. Newhouse School of Public Communications. *Management faculty:* See faculty listings under M.B.A. program in the Martin J. Whitman School of Management.

This program focuses on the management, finance, and marketing functions of the communications industry. The master of science degree in media management is granted jointly by the Newhouse School of Public Communications and the Martin J. Whitman School of Management. The required number of graduate credits varies from 36 to 42, depending upon the student's prior academic background.

Requirements Of The Newhouse School Of Public Communications

Required Course

TRF 683 Communications Industry Frontiers

Mass Communications Research/Theory (choose one)

COM 605 Quantitative Methods for Mass Communications Research

COM 637 Historical Methods in Mass Media

COM 647 Applied Media Research

COM 755 Communications Theory

Mass Communications Law (choose one)

COM 698 Media Law

TRF 637 Telecommunications Law and Policy

Media Management (choose two)

ADV 604 Advertising Practice and Management

NEW 608 Principles of Journalism

PRL 605 Organizational Public Relations

TRF 592 Film Business

TRF 594 The Television Business

Capstone

TRF 689 Media Management Capstone (6 credits)

Requirements Of The Martin J. Whitman School Of Management

Required Courses

MBC 639 Leadership in Organizations

MBC 603 Creating Customer Value (1.5 crs)

MBC 604 Managing the Market Mix (1.5 crs)

MBC 607 Understanding Financial Statements (1.5 crs)

MBC 609 Accounting for Managerial Decisions (1.5 crs)

MBC 618 Competitive Strategy (1.5 crs)

MBC 619 Corporate Strategy (1.5 crs)

Elective (3 credits)

Choose Management elective with permission of program director.

Students without prior background in communications must complete an additional 6 credits in Newhouse course-work chosen in conjunction with the program director.

Total: 36-42 credits

IMS In Accounting (Distance Learning)

Contact - William J. Walsh, Director, 616 Whitman School of Management, 315-443-3589, wiwalsh@syr.edu

The iMS program is a limited residency distance learning version of the M. S. degree in accounting program. Participants in the 30-credit program must have a qualified undergraduate degree in accounting. Students complete one week residencies on the Syracuse campus three times a year in early January, May, and August. Between residencies, coursework is continued over the internet. This unique program allows students to complete the M.S. degree and the 150 hour CPA requirement while working in accounting or related fields.

The M.S. in Accounting degree meets the educational requirements for CPA licensure in New York state and most other 150 hour states.

Curriculum

The rigorous Whitman iMS in Accounting program is designed for students with undergraduate degrees in accounting.

Total of 30 credits taken in following areas:

ACC 725 - Financial Statement Analysis
ACC 736 - Strategic Cost Analysis
ACC 747 - Advanced Auditing
ACC 757 - Taxes and Business Strategy
Finance Elective
Quantitative Methods Elective
Economics Elective
Electives (3)

IMS In Supply Chain Management

Contact -Maurice Harris, Associate Dean for Master's Programs; 315 Whitman School of Management, 315-443-9215.

Supply chain management is an interdisciplinary field that emphasizes cross-functional links and seeks to manage those links to enhance a company's competitive advantage. It involves forecasting, resource allocation, production planning, flow and process management, inventory management, customer delivery, after-sales support and service, as well as a host of other activities and processes familiar and basic to business. Competitive pressures are intense. Sophisticated techniques have been devised to expedite information flow, including on-board computers for trucks and ships, satellite tracking systems, and the electronic transmission of order and shipping information.

An understanding of supply chain management is an asset to any manager, and there is a strong demand for specialists in the area. Managers attracted to SCM enjoy the variety and challenges in the field, its sophisticated technology, and its importance to the overall economy and the global marketplace. Entrants to the field look forward to an entrepreneurial environment and opportunities to deal with a wide array of people from a variety of organizations. SCM managers also like a hands-on approach. They use sophisticated decision tools, yet they can always envision the underlying physical processes—processes that are familiar enough to be taken for granted, yet subject to managerial initiative and rapid change.

Syracuse University offered the first supply chain program in the country in 1919. Today, supply chain management programs are offered at the undergraduate, masters, and doctoral level, including an MS in SCM offered through a distance learning format. Coursework is completed online and independently with three residencies per year on the Syracuse University campus. Distance learning courses have been offered through the iMBA program since 1977.

Curriculum

With an emphasis on managing risk in today's global supply chains, this 30 credit-hour program consists of the Management Foundation, the Supply Chain Management core, one of several integrative Supply Chain Management "selective" courses, and a culminating experience. Students who have satisfactorily completed the equivalent of any of the required foundation courses in their undergraduate coursework may substitute courses chosen from the approved selective course list. Upon satisfactory completion of all coursework and the culminating experience, students are awarded a Master of Science in Supply Chain Management degree from the Whitman School of Management and Syracuse University.

Management Foundation* (9 credit hours)

MBC 631: Financial Accounting (or equivalent; MBC 607/608)
MBC 633: Managerial Finance (or equivalent; MBC 627/628)
MBC 636: Marketing Management (or equivalent; MBC 603/604)

Supply Chain Core (15 credit hours, required)

MBC 635: Introduction to Operations & Supply Chain Management (or equivalent; MBC 616/617)
MBC 638: Data Analysis
SCM 701: Supply Chain and Logistics Management
SCM 702: Principles of Management Science
SCM 741: Strategic Sourcing

Selectives* -- choose 1 course (3 credit hours) from

SCM 656: Project Management
SCM 655: Customer Relationship Management
SCM 721: Supply Chain Systems
Relevant course(s) approved by the SCM faculty

Culminating Experience – choose 1 course (3 credit hours) from

SCM 690 APICS Certification
SCM 755 Lean Six-Sigma
BUA 997 Master's Thesis

* Students who have satisfactorily completed any of the management foundation courses before entering the program may substitute course(s) from the list of approved selective courses.

Learning Goals & Objectives

Learning Goal 1: Our graduates will understand how to effectively manage organizational resources.

- Our graduates will be able to summarize key traits of different organizational resources, including financial capital, human capital, intellectual capital, technology resources, relational resources, and processes.
- Our graduates will be able to measure, organize and allocate resources in order to meet organizational objectives in an effective, ethical, and sustainable manner.
- Our graduates will be able to evaluate, prioritize and plan the acquisition of resources that are aligned with organizational objectives.

Learning Goal 2: Our graduates will demonstrate skills in inquiry, critical thinking and problem solving, supported by appropriate analytical and quantitative techniques.

- Our graduates will be able to gather, manipulate, and analyze data for purposes of understanding business problems and designing solutions for them.
- Our graduates will be able to apply industry-standard tools and technologies to facilitate the problem solving process.
- Our graduates will be able to generate original and innovative solutions to new and existing business problems.

Learning Goal 3: Our graduates will demonstrate the ability to think strategically about business issues.

- Our graduates will be able to identify strategic issues and differentiate them from tactical issues.
- Our graduates will be able to explain and apply concepts, models and tools of strategic analysis.
- Our graduates will be able to identify and evaluate the short-term and long-term implications of business decisions for an organization's stakeholders.
- Our graduates will be able to appraise situations faced by a business organization from a broad perspective that considers economic, legal, ethical, and social factors.

Learning Goal 4: Our graduates will demonstrate the ability to apply supply chain concepts in a variety of practical situations to gain insights into how to improve supply chain performance, and use those insights to communicate, persuade, and motivate change.

- Our graduates will be to communicate using industry terminology.
 - Our graduates will be able to structure problems and perform logical analyses by translating descriptions of a variety of business situations into formal models and analyzing those models in an organized fashion.
 - Our graduates will be able to employ negotiation skills which to acquire resources and reduce the cost structure of the supply chain.
-

Certificate Of Advanced Study In Sustainable Enterprise (CASSE)

Contact - Elet Callahan, 540 Whitman School of Management, 315-443-3673, escallah@sy.edu

The CASSE is offered collaboratively by the Whitman School of Management, the L.C. Smith College of Engineering and Computer Science, the State University of New York College of Environmental Science and Forestry, and the Syracuse Center of Excellence in Environmental and Energy Systems. The CASSE integrates business, science, engineering, policy, and practice, taking a transdisciplinary approach to sustainable enterprise.

Students who complete the certificate will be fluent in the economic, environmental, and social dimensions of sustainability and their interdependence; systems science and its relationship to sustainability; and the natural, financial, technical, legal, and social drivers of organizational sustainability strategy. They will be prepared to engage in transdisciplinary collaboration to develop sustainable solutions to complex challenges.

Courses

Accounting

ACC 601 **Financial Accounting I** 3 S

Double Numbered with: ACC 356

Introduction to accounting - its postulates and principles. Topics included: recording process, income determination, asset valuation, equities, cost accumulation and control, financial statements, and uses of accounting information. Extra work required of graduate students.

PREREQ: MBC 632 OR MBC 609.

ACC 602 **Financial Accounting II** 3 S

Double Numbered with: ACC 357

Accounting concepts and standards. Problems of measurement and valuation of assets and equities and determination of income. Analysis of accounting principles related to general purpose reporting. Extra work required of graduate students.

PREREQ: ACC 601.

ACC 610 **Activity Based Costing and Management** 1.5 Y

Comparison of the traditional absorption costing systems and the emerging activity-based costing systems with respect to their usefulness for managerial decisions

PREREQ: MBC 609.

ACC 621 **Cost Analysis & Control** 3 S

Double Numbered with: ACC 363

In-depth examination of costing products and services, and using cost information in planning and control decisions. Pricing, budgeting, standards, strategic cost systems, just-in-time/backflushing costing, and activity-based costing. Additional work required of graduate students. Junior standing or graduate status.

PREREQ: MBC 609 OR 632.

ACC 677 **International Reporting and Analysis** 3 IR

Crosslisted with: INB 677

The implications of differences in international financial reporting practices for financial analysis and decision making. Foreign currency translation, mergers and acquisitions, transfer pricing, taxation, derivatives, and risk management.

PREREQ: ACC 602 OR ACC 357.

ACC 685 **Principles of Taxation** 3 Y

Double Numbered with: ACC 385

Tax planning and taxation of business transactions, such as basis, gains, losses, nontaxable exchanges, depreciation, amortization, other business deductions, and tax credits. Research and communication skills. Extra work required of graduate students.

PREREQ: MBC 609 OR 632.

ACC 725 **Financial Statement Analysis** 3 Y

The role of financial statement information in assessing a firm's performance, prospects, and value. Financial analysis, equity valuation, competitive analysis, merger and acquisition analysis, international financial statement analysis.

PREREQ: ACC 602 OR ACC 357.

ACC 726 **Auditing Theory/Practice** 3 S

Double Numbered with: ACC 476

Audit practice and reporting on financial statements. Audit standards, the demand for auditing, and regulatory, legal, and ethical influences on auditors. Audit objectives, evidence, control environment, and risk assessments. Case studies and problems. Extra work required of graduate students.

PREREQ: ACC 602 OR ACC 357.

ACC 736 **Strategic Cost Analysis** 3 Y

Contemporary cost accounting systems in relation to strategic decisions and control of various economic organizations. Emphasizing activity-based costing, activity-based management, and integrated cost systems.

PREREQ: ACC 621 OR ACC 363.

ACC 747 **Advanced Auditing** 3 Y

Double Numbered with: ACC 482

Seminar discussion of advanced auditing research and cases. Topics include the market for assurance services, auditor decision making, audit risk, and information systems auditing. Extra work required of graduate students.

PREREQ: ACC 726/476.

ACC 756 **Advanced Financial Accounting** 3 Y

Double Numbered with: ACC 477

Accounting and reporting for business combinations, foreign currency transactions, derivatives, and governmental entities. Extra work required of graduate students.

PREREQ: ACC 602 OR ACC 357.

ACC 757 **Taxes & Business Strategy** 3 Y

Incorporating tax costs and benefits into business planning and decision-making. Highlights the problems of entrepreneurs, transfers of businesses, financial reporting affects, business lifecycle and entity choice, and international operations.

PREREQ: ACC 685 OR ACC 385.

ACC 760 **Principles of Fraud Examination** 3 Y

Double Numbered with: ACC 460

Nature of occupational fraud and abuse in organizations. How and why occupational fraud is committed, detected and deterred; how to proceed if fraud is suspected. Emphasis on asset misappropriation schemes, corruption, and financial statement fraud. Additional work required of graduate students.

PREREQ: ACC 621.

ACC 777 **Taxation of Business Entities** 3 IR

Double Numbered with: ACC 481

Federal taxation of the formation, operation, liquidation, and reorganization of partnerships, subchapter C, subchapter S, and limited liability corporations. Federal taxation of partners and shareholders. Extra work required of graduate students.

PREREQ: ACC 685 OR ACC 385.

ACC 786 **Fin Sys Analy/Social Inst** 3 SI

Role of financial management systems in nonprofit organizations such as hospitals, education, government and social programs. System cost analysis, budgeting analysis, impact of people on budgets, cost effectiveness analysis, and developing social accounting systems.

PREREQ: ACC 601 OR ACC 356.

ACC 855 **Sem/Acc/Thry:Current Devp** 3 IR

Current developments in financial and managerial accounting theory. Research studies and pronouncements by authoritative accounting organizations. Areas of controversy. Papers on selected topics required.

ACC 860 **Research in Accounting** 3 IR

Directed readings and individual research into controversial and special areas of accounting. Papers presented on selected topics. R1, 6 credits maximum

ACC 960 **Doctoral Seminar** 3 Y R

Business Administration

BUA 600 **Selected Topics** 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

BUA 650 **Managing Sustainability: Purpose, Principles, and Practice** 3 Y

Crosslisted with: ECS 650

Dynamics and interdependence of economic, social, and environmental systems. Sustainable management frameworks, tools, and metrics. Local, national, and international implications. Relevance of technology, ethics, law, and policy. Interdisciplinary emphasis.

BUA 651 **Strategic Management and the Natural Environment** 3 Y

Crosslisted with: ECS 651

Sustainability from firm perspective. Regulatory, international, resource, market, and social drivers of environmental strategy. Impact of sustainability-related strategies on competitive advantage and potential liability.

PREREQ: BUA/ECS 650.

BUA 670 **Experience Credit** 1-6 S

Participation in a discipline- or subject-related experience. Evaluation by written or oral reports or an examination. Prereq: permission of the department, assigned instructor, and dean. Limited to those in good academic standing. R

BUA 690 **Independent Study** 1-6 S

Exploration of a problem or problems in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

BUA 759 Sustainability-Driven Enterprise 3 Y

Crosslisted with: ECS 759
CAS in Sustainable Enterprise capstone. Sustainable approaches to complex organizational challenges, opportunities: organizational, industry, stakeholder analysis, sustainability objectives, strategies, and metrics. Multidisciplinary team consulting project.
PREREQ: BUA/ECS 650 AND BUA/ECS 651.

BUA 786 Sem/Army Comptrollership 3 Y
Courses in individual subject areas are integrated and related to the total resource and general management problems of the Army. Management job of the commander at various levels in the Army organization. Policy making and administration from an overall management point of view with respect to each organization under study. Methods whereby the comptroller, as a member of the staff, can and should assist the commander in the solution of command problems.

BUA 787 Sem/Army Comptrollership 3 Y
Courses in individual subject areas are integrated and related to the total resource and general management problems of the Army. Management job of the commander at various levels in the Army organization. Policy making and administration from an overall management point of view with respect to each organization under study. Methods whereby the comptroller, as a member of the staff, can and should assist the commander in the solution of command problems.

BUA 897 Resrch Methods & Projects 3 S
Research project in any selected area; may be area of concentration. Results of research are prepared and presented under supervision of the faculty advisor.

BUA 960 Survey of Research Methods in Business 3 Y

Quantitative business research techniques for surveys, experiments and archival data analysis including model building, cross sectional and longitudinal models, simultaneous equations, choice models, structural equation modeling, hierarchical linear models, ANOVA, conjoint analysis and survival analysis.

BUA 997 Masters Thesis 0-6 Y
R

BUA 999 Dissertation 0-15 Y
R

Entrepreneurship And Emerging Enterprises

EEE 620 Foundations of Entrepreneurship 3 Y

The process of entrepreneurship in start-up and established corporate environments. Approaches entrepreneurship as both attitudinal and behavioral, with applicability in a variety of contexts. Global dimensions of entrepreneurship are investigated as they relate to the independent and corporate entrepreneur. Cannot be repeated for credit. Must be admitted to a graduate program at SU.

EEE 625 Venture Capital 3 Y

Financing issues as they relate to entrepreneurial ventures. The financial needs and financing strategies of growth-oriented ventures are highlighted. Stages of entrepreneurial finance are investigated. The roles of valuation, deal structures and negotiation tactics are explored.

EEE 630 Entrepreneurship in Engineering and Science 3 Y

The intersection of engineering and entrepreneurship, focusing on the commercialization of new technologies into start-up ventures. Types of technologies, technology life cycles, windows of opportunity, the market chasm, and intellectual property as these issues apply to venture creation by those with technical backgrounds.

EEE 643 Emerging Enterprise Consulting 3 Y

Students work in consulting teams to assist small local firms and entrepreneurs. Problems are isolated and solutions are then developed and implemented. A team consultant's report is then prepared.

EEE 644 Dilemmas and Debates in Entrepreneurship 3 Y

Double Numbered with: EEE 444
Designed around a series of critical dilemmas confronted by entrepreneurs when creating and growing a venture. Entrepreneurs explore with students the issues surrounding these dilemmas in a structured format. Additional work required of graduate students.

EEE 664 Entrepreneurial Empowerment 3 SS

Double Numbered with: EEE 464
Hands-on course that introduces students to the South African context, township entrepreneurship, the basics of the consulting process, the Supporting Emerging Enterprise consulting model, and approaches to managerial issues in emerging enterprises. Offered in South Africa only.

EEE 670 Experience Credit 1-6 S

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

EEE 682 Entrepreneurial Marketing 3 Y

The interface between entrepreneurship and marketing, including both the role of entrepreneurial thinking in marketing practice, and the marketing issues in new ventures. Exploration of emerging marketing forms, including guerilla, viral, and buzz marketing.
PREREQ: MBC 636.

EEE 930 Theoretical Foundations of Entrepreneurship 3 Y

History, direction, and substance of developments in the field of entrepreneurship. Advanced topics related to theoretical foundations and the advancement of research within the field. Admission to doctoral program in the School of Management is required.

Finance

FIN 653 New and Emerging Markets 3 Y

Crosslisted with: INB 653
Analysis of the business, economic, and financial environment of emerging markets. Portfolio investment analysis and corporate financial policy and strategies in emerging markets.

FIN 657 International Financial Management 3 IR

Crosslisted with: INB 657
Major financial decisions of international firms in context of special risks and opportunities. Foreign direct investment theory.
PREREQ: MBC 633.

FIN 659 Introduction to Derivatives 3 Y

Double Numbered with: FIN 459
Pricing, market structure, hedging, trading strategies, arbitrage relationships, and applications to corporate securities for options and futures contracts, swaps, and other derivative instruments. Additional work required of graduate students.
PREREQ: MBC 633.

FIN 665 The Securities Market 3 Y

Double Numbered with: FIN 465
Role and nature of securities markets in our economy and the needs they serve. Market concept; criteria for studying the effectiveness of securities markets.
PREREQ: MBC 633.

FIN 666 Value/Distress Investing 3

Double Numbered with: FIN 466
Different approaches to the investment process: academic finance vs. traditional security analysis. The essentials of value investing. Investment vs. speculation; corporate valuation. Distress investing as value investing. Cases and applications. Additional work required of graduate students.
PREREQ: MBC 633.

FIN 668 Seminar in Finance 3 IR

Double Numbered with: FIN 468
Specialized work for advanced students on particular phase or topic in finance. Reading, reports, and thesis.
PREREQ: MBC 633, ECN 601.

FIN 741 Risk Management: Credit Risk 1.5 IR

Quantitative models dealing with default risk. Credit risk models, credit derivative markets, credit default swaps and linked notes, credit spread options, basket default swaps.
PREREQ: MBC 633 AND MBC 638.

FIN 742 Risk Management: Operational Risk 1.5 IR

Evaluation and management of operational risk in a banking/financial institution environment. Regulatory risk and capital requirements. Theoretical and practical aspects of operational risk models.
PREREQ: MBC 627, MBC 628, MBC 631 AND MBC 638.

FIN 743 Real Estate Capital Markets 3 Y

Real estate debt and equity instruments. Primary and secondary mortgage markets, mortgage banking, loan instruments, and securitization. Lender and borrower decisions regarding real estate financing.
PREREQ: FIN 751 OR FIN 756.

FIN 751 Corporate Financial Policy & Strategy 3 Y

Advanced issues in corporate investment decisions, dividend and debt policy, corporate restructuring, risk management, and corporate governance.
PREREQ: ECN 604, MBC 633, AND MBC 638.

FIN 755 Applied Financial Management 3 IR

Selected applications of financial analysis and theory to firm problems. Topics vary as financial environment changes. Mergers, acquisitions, ESOP leveraged leasing, etc. Seminar method, written and oral reports, case analyses.
PREREQ: MBC 633.

FIN 756 Investment Analysis 3 Y

For students desiring preparation for professional investment work. Detailed analysis of individual securities and application of analytical methods to portfolio management.
PREREQ: MBC 633, MBC 638..

FIN 758 Portfolio Analysis and Theory 3 IR

Practical as well as theoretical problems of modern portfolio selection techniques and analysis. Independent, empirical work by the student and important macro implications of portfolio selection.
PREREQ: FIN 756, MAS 766/ISM 743.

FIN 761 Financial Modeling 3 Y

Build models for financial statement analysis, valuation, capital budgeting, capital structure, portfolio selection, interest rate risk, option valuation, and other areas of finance using a computer tool such as Microsoft Excel.
PREREQ: FIN 751 OR FIN 756.

FIN 855 Financial Management 3 Y

Theory of financial decision making, consumption and investment decisions. Selected problems of application of corporate policy including capital budgeting under uncertainty, leasing, corporate growth, mergers, liquidation, and reorganization. Theoretical and empirical aspects of valuation.
PREREQ: FIN 751, MAS 766/ISM 743.

FIN 856 Analytical Methods/Managerial Research 3 IR

Selected topics in mathematical programming simulation, the general linear model, and numerical taxonomy as applied to research in the field of management. Individual research projects developed by the student. Can be taken more than once depending on the student's interest and permission of the instructor. Knowledge of FORTRAN IV or PL/1 is assumed.
PREREQ: MBC 638, MAS 766 , OPM 765.

FIN 960 Grad Seminar in Finance 3 Y

Readings, discussions, and reports for doctoral candidates. R

International Business

INB 651 Management in a Cross-cultural Environment 3 IR

Factors that have an impact on managerial effectiveness in an international organization: language, religion, values and attitudes, educational structure, social organization, technology, political climate, and legal environment.
PREREQ: SOM 354.

INB 653 New and Emerging Markets 3 Y

Crosslisted with: FIN 653
Analysis of the business, economic, and financial environment of emerging markets. Portfolio investment analysis and corporate financial policy and strategies in emerging markets.

INB 657 International Financial Management 3 IR

Crosslisted with: FIN 657
Major financial decisions of international firms in context of special risks and opportunities. Foreign direct investment theory.
PREREQ: MBC 633.

INB 677 International Reporting and Analysis 3 Y

Crosslisted with: ACC 677
The implications of differences in international financial reporting practices for financial analysis and decision making. Foreign currency translation, mergers and acquisitions, transfer pricing, taxation, derivatives, and risk management.
PREREQ: MBC 631.

INB 759 The Law of Global Business 3 Y

Crosslisted with: LPP 759
The legal environment of international business: the framework of international law and organizations influencing the transactions of international business. Topics include the international law, international contracts, customs, and world trade law.

INB 769 International Business Management 3 Y

Strategic decision-making in the international environment. Critical factors in growth and stability, profitability, market share, and return on investment. Relationship between the enterprise and its legal, economic, political, and cultural environments.

Law And Public Policy

LPP 755 Law of Business Organizations 3 IR

Double Numbered with: LPP 455
Legal aspects of organizations formed to carry on business enterprises: agencies, partnerships, and corporations.
PREREQ: LPP 255 OR MBC 643.

LPP 756 Land Development Law 3 IR

Double Numbered with: LPP 456
Regulations pertaining to land development. Nuisances, eminent domain, regulatory takings, zoning, growth, management controls, environmental impact analysis, and protection of sensitive land areas.
PREREQ: LPP 255 OR MBC 643.

LPP 757 Law of Commercial Transactions 3 Y

Double Numbered with: LPP 457
Legal aspects of commercial transactions. Contracts, sale of goods, commercial paper, and secured transactions.
PREREQ: LPP 255 OR MBC 643.

LPP 758 Environmental Law and Public Policy 3 IR

Double Numbered with: LPP 458
Range of environmental problems from a legal and public policy viewpoint: air, water, and toxics pollution; solid and hazardous waste; and environmental planning.

LPP 759 The Law of Global Business 3 Y

Crosslisted with: INB 759
The legal environment of international business: the framework of international law and organizations influencing the transactions of international business. Topics include the international law, international contracts, customs, and world trade law.
PREREQ: LPP 255 AND SCM 265.

LPP 765 Social Influences On Business 3 IR

Various environmental factors that control and enhance the conduct of business. Nature, function, impact, and development of such factors. Matters of current interest.

LPP 766 Seminar in Business-Government Relations 3 IR

Topics in business-government relations, including regulation of competition, trade practices, securities, communications, utilities, and employment. Joint business-government ventures. Governmental promotion of business activity. Government purchasing and contracting.

LPP 767 Management and Ethics 3 IR

Double Numbered with: LPP 467
Ethical dilemmas encountered by managers of organizations. Individual ethical responsibility versus role responsibility. Pressures within organizations to violate ethical duties. How an organization can be managed so that employees can deal effectively with ethical dilemmas. Extra work required of graduate students.

Management Information Systems

MIS 625 Information Systems Analysis for Management 3 IR

Analysis and design of management information systems in the context of cost and behaviorally effective managerial decision making. Structured design methods, systems controls, and documentation. Readings in selected areas required.
PREREQ: MBC 634.

MIS 635 The MIS Data Base 3 Y

Data base concepts and methods that enhance managerial decision making. Machine-user interface, data base model modularity, and integration. Criteria for file organization and data base management system selection.
PREREQ: MIS 625/ISM 741.

MIS 645 Implementing a Web-enabled Enterprise 3 IR

Double Numbered with: MIS 445
Identify a business opportunity, develop an e-business strategy, and design the web store. Gain hands-on experience in setting up a fully functional web store.

MIS 646 Issues in Management Information Systems 3 IR

Issues and success factors in planning, design, development, evaluation, and use of computer based systems. Technical, managerial, and human factors influencing effective development and use of management information systems in organizations.
PREREQ: MBC 634.

MIS 655 Customer Relationship Management with Systems Applications and Products 3 Y

Crosslisted with: MAR 655, SCM 655
Integration of marketing, supply-chain and technology management aspects of customer relationship management. Operational, analytical and collaborative processes supported by SAP's integrated software. Actual use of SAP software, including Business Data Warehouse, with best-practice processes.

MIS 741 Information Systems Analysis for Management 3

Analysis and design of management information systems in the context of cost and behaviorally effective managerial decision making. Structured design methods, systems controls, and documentation. Readings in selected areas required.

MIS 745 Decision Support Technologies 3 IR

Conventional and innovative technologies for designing and implementing decision-making models. Advanced spreadsheet capabilities and add-on tools for genetic algorithms, neural networks, induced decision trees, and data mining.
PREREQ: MIS 601/ISM 621, MIS 625/ISM 741.

MIS 746 Management Information Systems Synthesis 3 IR

Use of cases to facilitate integration of topics in management information systems, blending practical subjective considerations using systems methodology while stressing critical success factors.
PREREQ: MIS 625/ISM 741.

MIS 930 Doctoral Seminar in Management Information Systems 3 IR

Advanced topics and current research areas in management information systems. R

Managerial Statistics

MAS 653 Accelerated Managerial Statistics 3 IR

Survey of statistics for managerial decision making. Applications and problem identification. Descriptive statistics, probability, sampling, estimation, hypothesis testing, time-series analysis, simple and multiple regression, and statistical decision theory.

MAS 723 Nonparametric Statistics 3 IR

Statistical methods that make no assumptions about the probability distribution sampled. Methods based on signs, ranks, and order statistics, related aspects of probability theory, statistical inference, special procedures, and case examples.
PREREQ: MBC 638 OR MAS 653.

MAS 743 Linear Statistical Models I: Regression Models 3

General regression model, estimation methods, general linear hypothesis tests, residual analysis, indicator variables, multicollinearity, autoregressive model, weighted least squares, variable-screening procedures.

MAS 765 Sample Survey Methods and Theory 3 IR

Simple random, stratified, systematic, cluster, and multistage sampling methods. Cost and precision. Methods of estimation; simple, unbiased, ratio, regression, and composite methods of measuring and controlling nonsampling errors.
PREREQ: MBC 638.

MAS 766 Linear Statistical Models I: Regression Models 3 Y

General regression model, estimation methods, general linear hypothesis tests, residual analysis, indicator variables, multicollinearity, autoregressive model, weighted least squares, variable-screening procedures.
PREREQ: MBC 638.

MAS 767 Linear Statistical Models II: Variance 3 IR

Single and multiclassification analysis of variance for fixed, random, and mixed effects models, simultaneous estimation method implementation of ANOVA models, analysis of covariance.
PREREQ: MAS 766.

MAS 777 Time Series Modeling and Analysis 3 Y

Fundamental concepts and procedures for forecasting discrete time series for planning and control. Regression analysis, ARIMA methods, econometric modeling, transfer functions, intervention analysis, Kalman filters, univariate and multivariate methods.
PREREQ: MBC 638.

MAS 788 Causal Modeling and Analysis 3 IR

Multivariate Statistical techniques and analysis strategies for formulating and testing causal models using both experimental and nonexperimental data sources Path analysis, correlation and causality, sources of estimation-bias interpretation and limitations simultaneous equation models, confirmator, factor analysis, measurement error and latent variable models, and structural equations.
PREREQ: MBC 638.

Marketing Management

MAR 655 Customer Relationship Management with Systems Applications and Products 3

Crosslisted with: MIS 655, SCM 655
Integration of marketing, supply-chain and technology management aspects of customer relationship management. Operational, analytical and collaborative processes supported by SAP's integrated software. Actual use of SAP software, including Business Data Warehouse, with best-practice processes.

MAR 741 Marketing Community and Public Service Agencies 3 IR

Design, implementation, and control of marketing programs for community and public service agencies: performing arts, health care, urban planning, police, educational, scientific, and technical organizations

MAR 745 Strategic Brand Management 3 Y

Concepts and tools acquired from various marketing courses to develop analytical and decision-making skills for planning and implementing a marketing strategy from the brand manager's point of view.
PREREQ: MBC 604 OR MBC 636I.

MAR 751 Environmental Influences on Innovation 3 IR

Major environmental forces that shape innovation policy from a technology, market, international, economic, social, and political-legal perspective. Managerial response to environmental forces.
PREREQ: MBC 636.

MAR 752 Introduction to Innovation Management 3 Y

The process of converting ideas, technology, and customer needs into new products, services, and processes. Environmental and organizational influences on the innovation process.
PREREQ: MBC 636.

MAR 753 Marketing Channel Management 3 IR

Marketing channels as both economic and social systems. Channel change and evolution, channel membership, structural and functional relationships, interorganizational behavior, and channel information management.
PREREQ: MBC 636.

MAR 754 Seminar in Marketing Research 3 Y

Collection, analysis, and interpretation of data. Problem definition, questionnaire design, attitude measurement, data analysis, and demand forecasting. For those interested in conducting marketing research or using research information for marketing decision making.
PREREQ: MBC 636, 638.

MAR 755 Marketing Communications Strategy 3 Y

Managerial aspects. Determination of promotional budgets, planning and building promotional effectiveness, scheduling and monitoring promotional impact.
PREREQ: MBC 636.

MAR 756 Market Measurement and Analysis 3 IR

Application of analytical and quantitative techniques to market measurement. Product-market strategy.
PREREQ: MBC 636 AND 638.

MAR 757 Managing Innovative Products and New Ventures 3 Y

Problems in developing new products and new corporate ventures. Designing innovation strategies, risk taking, technology planning, evaluation of new product proposals, and managing the innovation team.
PREREQ: MBC 636.

MAR 759 Seminar in Marketing 3 IR

Selected topics in marketing. Current issues and problems in marketing.
PREREQ: MBC 636.

MAR 761 Marketing Strategies for Innovations 3 Y

Commercializing new products, services, and technologies. Introduction and diffusion of innovations, market planning, product strategy design, and marketing decision making.
PREREQ: MBC 636.

MAR 930 Seminar in Marketing Theory 3 IR

Current marketing theory as developed by contemporary writers.
PREREQ: MBC 636. R

MAR 960 Doctoral Seminar in Marketing 3 IR

R

MAR 962 Marketing and Supply Chain Models 3 IR

Crosslisted with: SCM 962
Statistical/econometric and management science modeling approaches to marketing/supply chain management problem solving.

Master Of Business Core

MBC 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MBC 601 Economic Foundations of Business 1.5 Y

Business applications of selected economic tools such as supply and demand, production, costs, and the basic models of market structure. The use of these tools for managerial decision making.

MBC 602 Economics for International Business 1.5 Y

The global business and economic environment and its implications for managerial decision making. Global markets, industrial structure in the global economy, multinationals, foreign direct investment, and international trade. Global risks and management.
PREREQ: 601.

MBC 603 Creating Customer Value 1.5 Y

How marketing managers develop an organization-wide customer orientation and create customer value through strategic planning, systematic analysis of the market environment, effective customer segmentation, target market selection, and product positioning.

MBC 604 Managing the Marketing Mix 1.5 Y

Concepts and skills needed for developing and implementing the product, pricing, distribution, and communication strategies for goods and services. Focus on building sound, actionable, integrated marketing plans based upon target market and positioning strategies.
PREREQ: MBC 603.

MBC 606 Information Technology for Decision Support 1.5 Y

Information technology tools for decision support using spreadsheets and databases. Spreadsheet fundamentals, data extraction from databases, what-if analysis, scenario evaluation, and finding optimal solutions to problems.

MBC 607 Understanding Financial Statements 1.5 Y

Financial statement information and related disclosures. Interpretation of financial information to assess and evaluate firm performance.

MBC 608 Creating Financial Statements 1.5 Y

Financial accounting concepts and procedures to record business activities. Presentation of business activities in financial statements.
PREREQ: MBC 607.

MBC 609 Accounting for Managerial Decisions 1.5 Y

An understanding of the usefulness of the accounting information in helping managers with their decision making and decision influencing tasks.
PREREQ: MBC 608.

MBC 610 Opportunity Recognition and Ideation 1.5 Y

Focuses on four critical skill areas for contemporary M.B.A. students, including opportunity recognition: recognition, opportunity assessment, creative problem solving, and translation of creativity into bold business ideas.

MBC 616 Operations Management 1.5 Y

Management of the operations function of an organization and its relationship to other functional areas and a firm's strategy.

MBC 617 Supply Chain Management 1.5 Y

The management of flows of resources both within and between organizations with the aim of achieving strategic advantages in terms of quality, price, choice, speed, and flexibility.

MBC 618 Competitive Strategy 1.5 Y

Techniques and tools to analyze how competitive advantage is created and sustained, focusing on business-level strategy. Topics include industry and competitor analysis, firm resources and capabilities, competitive strategies, and competitive dynamics.
PREREQ: MBC 607.

MBC 619 Corporate Strategy 1.5 Y

Corporate-level strategy and analysis of the scope of a firm's activities. Topics include vertical integration, alliances, global strategy, diversification, and managing the multibusiness firm.
PREREQ: MBC 608 AND MBC 618.

MBC 627 Financial Markets and Institutions 1.5 Y

The nature of the firm's financial environment and the implications for financial management. Characteristics and functions of major financial institutions and markets. Debt markets, equity markets, interest rates, initial public offerings, private equity, and valuation of financial assets.
PREREQ: MBC 601, 602, 607, 608, AND 638.

MBC 628 Fundamentals of Financial Management 1.5 Y

Major decisions facing financial managers. Emphasis on the firm's investments decision and the tools used in its analysis. Market efficiency, risk-return analysis, valuation of real assets, and investing in risky assets.
PREREQ: MBC 627.

MBC 629 Legal and Ethical Aspects of Management 1.5 Y

An analysis of the legal and ethical environments of business and how they influence managerial decision making and advance business objectives. The course uses cases and discussion to probe selected legal, public policy, and ethical issues affecting business.

MBC 630 Behavior in Organizations 1.5 Y

The course will cover the topics of motivation, leadership, individual differences, perception, job design, stress, and cultural diversity in the global economy. This course will address both the prescriptive and descriptive perspectives.

MBC 631 Financial Accounting 3 Y

Impact of accounting information and accounting method choice on corporate decision making, reported results and financial evaluation through application of analysis techniques to published financial statements.

MBC 632 Managerial Accounting 3 Y

Theory, design elements and application of cost management accounting to manage economic organizations. Focus on how accounting measures can be used to promote efficient resource allocation/consumption within the organization.

PREREQ: MBC 631.

MBC 633 Managerial Finance 3 Y

Language and tools of finance. Modern theory and practice of corporate finance. Enhances ability to evaluate firm's financing, investment and dividend decisions as they relate to firm's objectives.

PREREQ: MBC 631.

MBC 634 Introduction to Information Technology and E-commerce 3 Y

How traditional and e-commerce enterprises use various information technologies. The focus is on why these ITs work and on the business, managerial, organizational, and technological issues surrounding their use.

MBC 635 Operations and Supply Chain Management 3 Y

Management of the resources used to create and distribute goods and services with the aim of achieving strategic advantages in terms of quality, price, choice, speed, and flexibility.

MBC 636 Marketing Management 3 Y

Developing an organization-wide marketing orientation and developing skills needed to make strategic and tactical decisions in marketing.

MBC 638 Data Analysis and Decision Making 3 Y

Concepts, principles and methods to support scientific approach to managerial problem solving and process improvement. Basic statistical techniques, their appropriateness to situations and assumptions underlying their use.

MBC 639 Leadership in Organizations 3 S

Examines leadership on both a knowledge and skill basis. Leadership from a business perspective on three levels: individual, team, and organization.

MBC 642 Strategic Human Resource Management 3 Y

Managing human capital to create competitive advantage. Topics include strategic reward systems, performance management, attracting and developing human assets, human resource architecture design, managing workforce heterogeneity, managing organizational conflict, and legal environment of employment.

MBC 643 The Legal and Ethical Environments of Business 3 IR

Analysis of the legal and ethical environments of business and how they influence managerial decision making and further the objectives of the business. Discussion of cases that raise issues of law, public policy, and ethics.

MBC 645 Strategic Management 3 Y

Strategy and its integrative role in management. Concepts, models, and skills for developing strategies to create and sustain competitive advantage in a dynamic and global environment. Topics include environmental analysis, strategy formulation, and strategy implementation.

MBC 647 Global Entrepreneurial Management 3 Y

The utilization and integration of functional area knowledge to successfully plan and launch new ventures and concepts in start-up, corporate, and nonprofit contexts.

MBC 691 Experiential Perspectives and Applications 1.5-3 S

A set of structured managerial experiences involving the application of managerial concepts, frameworks or theories; substantive engagement with professionals within for-profit and/or non-profit organizations; and specific deliverables at the completion of each experience. R5, 9 credits maximum

Strategy And Human Resources

SHR 656 Human Resource Management 3 IR

Explores human resource management issues facing managers. Recruitment, selection and placement. Performance appraisal. Career planning, training and development. Compensation. Labor-management relations.

SHR 701 Women in Management 3 Y

Investigate the opportunities and obstacles that women face in management and develop skills for leading women and men in order to improve individual, group and organizational performance. Enhance critical thinking skills essential for managers.

SHR 702 Transformational Management 3 Y

The development of personal skills in designing, implementing, and processing structured learning intervention that facilitate comprehension of organizational dynamics as well as foster real organizational learning and transformation. An experiential learning methodology will be employed.

PREREQ: SHR 763 AND SHR 703.

SHR 703 Organizational Process Consultation Skills 3 Y

Develop group process consultation skills necessary for creating high performance work groups as well as developing collaborative and learning relationships between groups within an organization.

PREREQ: SHR 763.

SHR 704 Job Satisfaction, Motivation, and Work Behavior 3 IR

Theories analyzed in terms of soundness, research support, and management implications. Work design and environment, reward systems in relation to employee motivation, stress, job satisfaction and performance.

SHR 705 Organizational Theory and Design 3 IR

Contemporary organizational systems, structural variables, and dynamics: the organization, organizational growth, effects of size and technology, emergence of new control systems, forms of organizational pathology, and directions of change in organizational pathology, and directions of change in organizational forms.

SHR 709 Business Policy 3 IR

Interdepartmental approach to policy-making and administration from a top-management point of view. Thinking about business problems from an overall point of view.

SHR 710 Administrative Policy 3 IR

Applies the principles and techniques of management to the life-cycle management process through the use of a computerized management simulation problem. Includes consideration of policy-making issues from the top management point of view. R

SHR 754 Compensation Administration 3 IR

Double Numbered with: SHR 454
Concepts, models, theories, and legislation related to employee compensation: wage theory, job analysis, job evaluation, job structure pricing, employee motivation, individual appraisal and reward, and benefits.
PREREQ: SHR 355, 656.

SHR 755 Collective Bargaining 3 IR

History and development of collective bargaining in the United States. Structure, processes, and institutional framework of collective bargaining within the industrial relations systems.

SHR 756 Human Resource Assessment and Staffing 3 IR

Concepts, problems, and research related to the assessment of individual qualifications for employment and performance when recruiting, staff planning, and allocating staff resources.

PREREQ: SHR 355, 656.

SHR 757 Career Planning, Training, and Development 3 IR

Theory and analysis of the empirical evidence related to training, career planning, and development concepts, methods, and programs. Conditions of learning, program evaluation, staff and career-planning models.

SHR 758 Labor Arbitration and Dispute Resolution 3 IR

Economic, social, and legal implications of labor arbitration. Historic and contemporary problems commonly adjudicated by labor arbitrators. Theoretical and empirical evidence of the effectiveness of various dispute resolution strategies.

SHR 761 Strategic Planning and Corporate Forecasting for Innovative Organizations 3 IR

Focuses on innovative growth organizations continually subject to technological and economic uncertainties.
PREREQ: MBC 633 AND 637.

SHR 762 Leadership and Organization Change 3 IR

Double Numbered with: SHR 462
Nature of the organizational development field and dominant methods, models and perspectives taken. Opportunities provided to increase skills and effectiveness in diagnosing and intervening in ongoing systems.

SHR 763 Authority and Power Dynamics in Organizations 3 IR

Explores the psychodynamics of authority and power within and between small work groups in the context of an evolving, fluid learning organization. Participants develop skills identifying, interpreting and expressing the emotions of leadership within groups.

SHR 764 Strategic Change and Organizational Innovation 3 IR

Focuses on managing required system-wide changes through an understanding of the technical, political and cultural subsystems and their interrelationships.

SHR 855 Seminar in Organization and Management 3 IR

Results of supervised readings and independent study presented by participants for group discussion and evaluation. History, direction, and substance of developments in the fields of organization and management.

Supply Chain Management

SCM 655 Customer Relationship Management with Systems Applications and Products 3

Crosslisted with: MAR 655, MIS 655
Integration of marketing, supply-chain and technology management aspects of customer relationship management. Operational, analytical and collaborative processes supported by SAP's integrated software. Actual use of SAP software, including Business Data Warehouse, with best-practice processes.

SCM 656 Project Management 3 S

Elements of successful project management. The organization and planning necessary from requirements definition to project closure. Project management processes and techniques.

SCM 690 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

SCM 701 Supply Chain and Logistics Management 3 S

Quantitative and qualitative analysis of global supply chains, channels of distribution, and logistics networks. Extensive use of cases.
PREREQ: MBC 635, 636, AND 638.

SCM 702 Principles of Management Science 3 Y

Concepts and development of analytical model building as used in global supply chain decision.
PREREQ: MBC 617 OR MBC 635 AND 638.

SCM 721 Supply Chain Systems 3 Y

Theory and application of supply chain systems. Manufacturing resource planning, distribution requirements planning, electronic data interchange, tracking technologies, vendor managed inventory, collaborative planning, forecasting, and replenishment, emerging issues.

SCM 741 Strategic Sourcing 3 Y

Impact of strategic sourcing on the success of businesses. Ethical, contractual, and legal issues faced by purchasing professionals. Strategic nature of purchasing, negotiating tactics, international sourcing and cutting-edge technology used in 'word class' purchasing departments.
PREREQ: MBC 635..

SCM 755 Lean Six Sigma 3 Y

Double Numbered with: SCM 455
Six sigma process-improvement approach focused on quality, reliability and value to customers. Skills include techniques from the define, measure, analyze, improve and control (DMAIC) approach. Lean concepts from supply chain management. One graduate statistics course and permission of instructor required. Additional work required of graduate students.

SCM 960 Doctoral Seminar in Supply Chain Management 3 IR

R

SCM 962 Marketing and Supply Chain Models 3 IR

Crosslisted with: MAR 962
Statistical/econometric and management science modeling approaches to marketing/supply chain management problem solving.

SCM 999 Dissertation 0-15 Y

Faculty

Susan Albring, Assistant Professor of Accounting
Ph.D., University of Arizona, 2003

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Ph.D., Baruch College, 2001

Kofi Appiah Okyere, Assistant Professor of Accounting
Ph.D., University of Wisconsin-Madison, 2005

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Ph.D., University of California, Los Angeles, 2007

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Ph.D., University of Florida, 2007

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Ph.D., Stanford University, 1984

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Ph.D., New York University, 1992

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M.B.A., Johnson and Wales University, 1998

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M.B.A., Syracuse University, 1977

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M.S., State University of New York at Albany, 1977

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Ph.D., University of Chicago, 1973

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Ph.D., Georgia State University, 2003

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J.D., Syracuse University, 1984

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Ph.D., University of Wisconsin, Madison, 1984

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Ph.D., University of Tennessee-Knoxville, 1995

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Ph.D., University of Cincinnati, 1997

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Ph.D., Cornell University, 1989

Kathleen Dole, Adjunct Professor, Law and Public Policy
J.D., Albany Law School, 1990

Frederick Easton, Professor of Supply Chain Management, Director of the Robert Brethen Operations Management Institute
Ph.D., University of Washington, 1986

Randal Elder, Senior Associate Dean, Professor of Accounting
Ph.D., Michigan State University, 1993

Scott Fay, Assistant Professor of Marketing
Ph.D., University of Michigan, 2001

MaryAnn Fiedler, Clinical Assistant Professor of Accounting
M.B.A., Syracuse University, 1995

Mitchell Franklin, Assistant Professor of Accounting Practice
Ph.D., Walden University, 2009

Yitzah Fried, Professor of Management
Ph.D., University of Illinois at Urbana-Champaign, 1985

Dinesh Gauri, Assistant Professor of Marketing
Ph.D., State University of New York at Buffalo, 2007

Dennis Gillen, Chair and Associate Professor of Management
Ph.D., University of Maryland, 1981

Benjamin Greene, Adjunct Professor, Finance
M.B.A., Syracuse University, 2001

David Harris, Chair and Professor of Accounting, Director of Bennett Center for Tax Research
Ph.D., University of Michigan, 1994

Maurice Harris, Associate Dean of Graduate Programs, Assistant Professor of Finance
Ph.D., Syracuse University, 2002

Donald Harter, Assistant Professor of Management Information Systems
Ph.D., Carnegie Mellon University, 2000

J. Michael Haynie, Assistant Professor of Entrepreneurship
Ph.D., University of Colorado at Boulder, 2005

Sandra Hurd, Associate Provost for Academic Programs, Acting Dean of the Graduate School, Professor of Law and Public Policy
J.D., Syracuse University, 1975

Badr Ismail, Professor of Accounting
Ph.D., University of Illinois, 1974

Burak Kazaz, Associate Professor of Supply Chain
Ph.D., Purdue University, 1997

Lisa Knych, Assistant Professor of Law and Public Policy
J.D., Syracuse University, 1985

Peter Koveos, Walter and Olivia Kiebach Chair in International Business, Professor of Finance, Senior Director of International Programs
Ph.D., Pennsylvania State University, 1977

Danny Lanier, Visiting Assistant Professor of Accounting
Ph.D., University of Georgia, 2003

Gary LaPoint, Assistant Professor of Supply Chain Practice
M.B.A., Syracuse University, 1987

E. Scott Lathrop, Clinical Professor of Marketing Practice
Ph.D., Cornell University, 1994

Deanna Lee, Adjunct Professor, Accounting
Ph.D., University of Illinois, 2001

Eunkyu Lee, Associate Professor of Marketing
Ph.D., Duke University, 1993

Lihong Liang, Assistant Professor of Accounting
Ph.D., Pennsylvania State University, 2002

Susan Long, Associate Professor of Managerial Statistics, Co-Director of Transactional Records Access Clearinghouse
Ph.D., University of Washington, 1980

G. Thomas Lumpkin, The Chris J. Witting Chair in Entrepreneurship
Ph.D., University of Texas at Arlington, 1996

Catherine Maritan, Associate Professor of Management
Ph.D., Purdue University, 1998

Stephen Matyas, Assistant Dean of Undergraduate Programs
M.B.A., Syracuse University, 1997

Tridib Mazumdar, Howard R. Gendal Professor of Marketing
Ph.D., Virginia Polytechnical Institute, 1987

Alex McKelvie, Assistant Professor of Entrepreneurship
Ph.D., Jönköping International Business School, 2007

Amanda Nicholson, Assistant Professor of Retail Management
M.S., Syracuse University, 2001

Georgette Nicolaidis, Clinical Assistant Professor of Statistics
M.B.A., University of Texas at Arlington, 2003

Julie Niederhoff, Assistant Professor of Supply Chain Management
Ph.D., Washington University in St. Louis, 2007

Patrick Penfield, Assistant Professor of Supply Chain Practice
M.B.A., Le Moyne College, 1998

John Petosa, Adjunct Professor, Accounting
J.D., Syracuse University, 1995

Milena Petrova, Assistant Professor of Finance
Ph.D., University of Florida, 2006

Sandra Phillips, Assistant Professor of Finance
Ph.D., St. Louis University, 1999

S.P. Raj, Distinguished Professor of Marketing
Ph.D., Carnegie Mellon University, 1980

Kira Reed, Assistant Professor of Management
Ph.D., University of Connecticut, 2000

Daniel Rice, Adjunct Professor, Law and Public Policy
J.D., Syracuse University, 1990

Breagin Riley, Assistant Professor of Marketing
Ph.D., Northwestern University, 2009

Minet Schindehutte, Associate Professor of Entrepreneurship
Ph.D., University of South Africa, 1990

Ravi Shukla, Associate Professor of Finance
Ph.D., State University of New York at Buffalo, 1989

Susan Smith, Professor of Marketing Practice
M.B.A., Boston College, 1981

Marcene Sonneborn, Adjunct Professor, Entrepreneurship
M.B.A., Syracuse University, 1989

Melvin Stith, Dean of the Martin J. Whitman School of Management
Ph.D., Syracuse University, 1978

Clint Tankersley, Associate Dean of Undergraduate Programs, Associate Professor of Marketing
Ph.D., University of Cincinnati, 1974

Neil Tarallo, Assistant Professor of Entrepreneurial Practice
M.B.A., Syracuse University, 1994

Alex Thevaranjan, Associate Professor of Accounting
Ph.D., University of Minnesota, 1993

Pamela Trendell, Assistant Professor of Finance Practice
M.B.A., Syracuse University, 1990

Frances Tucker, Chair and Associate Professor of Marketing and Supply Chain Management
Ph.D., Ohio State University, 1980

Raja Velu, The Irwin and Marjorie Gutttag Professor of Managerial Statistics
Ph.D., University of Wisconsin, 1983

Padmal Vitharana, Associate Professor of Management Information Systems
Ph.D., University of Wisconsin-Milwaukee, 2000

Mark Wademan, Adjunct Professor, Management Information Systems
Ph.D., Syracuse University, 2006

Ginger Wagner, Assistant Professor of Accounting Practice
M.B.A., Syracuse University, 2003

William Walsh, Assistant Professor of Accounting Practice, Director of Joseph I. Lubin School of Accounting
M.B.A., Syracuse University, 1989

A. Joseph Warburton, Assistant Professor of Finance
J.D., University of Michigan, 1996; Ph.D., University of Michigan, 2009

Boyce Watkins, Assistant Professor of Finance
Ph.D., Ohio State University, 2002

Craig Watters, Assistant Professor of Entrepreneurial Practice
Ph.D., Syracuse University, 2005

Scott Webster, The Steven Becker Professor of Supply Chain Management
Ph.D., Indiana University, 1990

David Weinbaum, Associate Professor of Finance
Ph.D., New York University, 2002

Johan Wiklund, Associate Professor of Entrepreneurship
Ph.D., Jönköping International Business School, 1998

Raymond Wimer, Assistant Professor of Retail Management
M.S., Syracuse University, 1998

Yildiray Yildirim, Chair and Associate Professor of Finance
Ph.D., Cornell University, 2001

Pierre Yourougou, Clinical Associate Professor of Finance
Ph.D., New York University, 1996

Joyce Zadzilka, Assistant Professor of Accounting Practice
M.B.A., Syracuse University, 1996

Maxwell School Of Citizenship And Public Affairs

Michael Wasylenko Interim, Dean
200 Eggers Hall
www.maxwell.syr.edu/



About The School

Stuart Bretschneider, Associate Dean
215 Eggers Hall, 315-443-4000

The Maxwell School of Citizenship and Public Affairs was established in 1924 to develop public sector leaders who have strong social science backgrounds and the practical skills required to lead large public organizations. Today the School is the home to six social science academic disciplines, an interdisciplinary doctoral program in social sciences, and two graduate professional degree programs that train public leaders for careers here and abroad.

With its 157 faculty members, 105 staff, 850 graduate students and 1,800 undergraduate majors, Maxwell members produce a significant amount of new knowledge and educate a large number of students to pursue careers in the public and private sectors, as well as careers as researchers and scholars.

For its efforts, Maxwell programs rank highly among their peers because the School attracts talented faculty and students, produces high quality scholarship, and develops already able students into eminent thinkers and analysts.

For a complete listing of faculty associated with the Maxwell School, see the “Faculty” section of this catalog.

Graduate Degrees

The School offers master’s (M.A.) and doctoral (Ph.D.) degrees in anthropology, economics, geography, history, political science, and sociology, as well as doctoral degrees in public administration and social science. In addition, three professional degrees are offered: the master of public administration (M.P.A.), the master of arts in international relations (M.A.I.R.), and, for mid-career executives, the executive master of public administration (E.M.P.A.).

Centers And Institutes

Each department and program in the Maxwell School gives research a central place in its work. Graduate students are included as partners in intellectual activities and in contacts with the public service.

Many faculty members participate in one or more of eight research centers and institutes that provide valuable resources to faculty clustered around significant research topics. Among the research centers at the Maxwell School are the Program for the Advancement of Research on Conflict and Collaboration, the Center for Environmental Policy and Administration, the Center for Technology and Information Policy, the Center for Policy Research, and the Institute for National Security and Counterterrorism.

Also serving the Maxwell community as clearinghouses for major domestic and international issues are the School’s two institutes: the Alan K. Campbell Public Affairs Institute and the Moynihan Institute of Global Affairs. Through the involvement of visiting scholars, reflective practitioners, and the community, the institutes contribute to understanding, cooperation, and ongoing dialogue in the areas of governance, law and politics, and citizenship in the United States and interdisciplinary issues of global concern. An Institute for the Study of the Judiciary, Politics, and the Media enjoys input from three different schools – The College of Law, The Maxwell School and the S.I. Newhouse School of Public Communications.

Students interested in these centers and institutes should contact faculty in their departments with affiliations in respective centers and institutes. All the centers and institutes welcome interested students who want to learn the craft of research and work and write with faculty.

Center for Environmental Policy and Administration (nondegree)

Director Peter Wilcoxon, 419 Crouse-Hinds Hall, 315-443-1890.

Faculty Jacob Bendix, Steven R. Brechin, Stuart I. Bretschneider, A.H. Peter Castro, W. Henry Lambright, Allan C. Mazur, John G. McPeak, Susan W. Millar, Rosemary O’Leary, Thomas Perreault, David C. Popp, Sarah B. Pralle, Jane M. Read, Robert M. Wilson

Staff M. Rizzo

The Center for Environmental Policy and Administration (CEPA) is an interdisciplinary center within Syracuse University’s Maxwell School of Citizenship and Public Affairs. CEPA explores environmental issues from an integrated perspective that considers technical, social, and humanistic aspects of environmental matters and prepares leaders who can blend those dimensions as they confront the world’s complex environmental challenges. It brings together faculty and graduate students from a range of Maxwell departments, including anthropology, economics, geography, political science, public administration, public affairs, and sociology.

Recent work by CEPA members has examined a wide range of topics, including climate change, international trade and the environment, technology and environmental policy, environmental governance and management, environmental issues in developing countries, land use changes, biodiversity conservation, energy policy, the role of environmental advocacy groups, and public attitudes toward the environment.

CEPA has close working relationships with the Center for Technology and Information Policy, the Center for Policy Research, and with SU faculty from outside Maxwell, particularly those in biology, earth sciences, and the colleges of law and engineering. Also, CEPA members work with faculty at the nearby SUNY College of Environmental Science and Forestry (ESF). In addition, CEPA has strong links to the SU/ESF EnSPIRE initiative on interdisciplinary environmental research; to Maxwell’s Environmental Finance Center; and to the Syracuse Center of Excellence in Environmental and Energy Systems. cepa.maxwell.syr.edu/

Center for Technology and Information Policy

Director Stuart Bretschneider, 419 Crouse-Hinds Hall, 315-443-1890

The Maxwell School's Center for Technology & Information Policy (CTIP) is a multidisciplinary research program that provides institutional support and facilities for collaborative research on the technical dimension of public policy. The program is affiliated with Syracuse University's L.C. Smith College of Engineering and Computer Science and specializes in evaluation of technology and R&D policy; use of technical information and computers in public policy making and public management; computer-based technology for analysis forecasting, assessment, and technology transfer; and the role of technical information in policy making and public management.

The Technology & Information Management Policy Program of the Maxwell School's Department of Public Administration is the curriculum counterpart of the technology center's research apparatus. Masters and doctoral students in public administration are offered courses in Technology Development, Research and Development Policy, Science and Technology Policy, Environment and Resources Policy, Public Management Computer Information Systems, and a Research Workshop in Technology Policy.
ctip.maxwell.syr.edu/

Center for Policy Research (nondegree)

426 Eggers Hall, 315-443-3114.

Director Christine L. Himes

Associate Director for Aging Studies Douglas A. Wolf
Associate Director for Metropolitan Studies Program John Yinger
Associate Director for Budget and Administration Margaret M. Austin

Faculty Badi Baltagi, Robert Bifulco, Leonard Burman, Kalena Cortes, Thomas Dennison, William D. Duncombe, Gary V. Englehardt, Deborah A. Freund, Madonna Harrington Meyer, Christine L. Himes, William Horrace, Chihwa (Duke) Kao, Eric Kingson, Sharon Kioko, Thomas J. Kniesner, Jeffrey D. Kubik, Andrew London, Leonard Lopoo, Amy Lutz, Jerry Miner, Jan Ivar Ondrich, John L. Palmer, David C. Popp, Christopher Rohlfs, Stuart S. Rosenthal, Ross Rubenstein, Perry Singleton, Margaret Usdansky, Michael Wasylenko, Jeffrey Weinstein, Janet Wilmoth, Douglas A. Wolf, John M. Yinger

The Maxwell School Center for Policy Research (CPR) conducts a broad range of interdisciplinary research and other activities related to public policy, involving graduate students as assistants and junior colleagues. Faculty consult regularly with government agencies and other institutions concerned with the issues they are studying.

The Center includes faculty from several departments within the Maxwell School, mainly Economics, Public Administration, and Sociology. This collection of specialists brings a depth of experience and skill to research and offers students a wealth of opportunity for discussion and advice on their own research, as well as the possibility of research assistantships on projects directed by the faculty. The Center provides a base for visiting scholars from the United States and abroad. CPR also publishes working papers and Policy Briefs, which are available on the CPR website.

CPR accommodates over 65 faculty, staff, and graduate students on the fourth floor of Eggers Hall. Facilities include CPR's own UNIX computing facility, including a Beowulf cluster computer. A full complement of support staff, including a computer consultant, editors, event coordinators, and a webmaster, provide extensive secretarial support and project assistance. For more information go to www-cpr.maxwell.syr.edu

Daniel Patrick Moynihan Institute of Global Affairs (nondegree)

Director Margaret G. Hermann, 346 Eggers Hall, 315-443-4022; Fax: 315-443-9085.

The Daniel Patrick Moynihan Institute of Global Affairs facilitates interaction among faculty and graduate students across the Maxwell School who are exploring the issues raised by an increasingly interdependent world composed of diverse cultures, economies, and political systems. With its interdisciplinary orientation, the institute encourages research that broadens our knowledge about how to improve the quality of governance and citizenship beyond the borders of the United States. An important goal involves translating knowledge into practice by arranging for dialogue and collaboration between institute faculty and students and visiting scholars and practitioners.

The institute fulfills its mission by supporting research projects, sponsoring lecture series, providing research fellowships and internship opportunities to graduate students, publishing the products of its working groups, and organizing conferences, credit-bearing seminars, and certificates of graduate study. Current activities take place around both thematic and regional foci. Thematic initiatives include the Transnational Non-Governmental Organization theme, which has as its focus defining what constitutes an effective civil society, understanding the challenges facing civil society organizations that work in a transnational context, integrating the various disciplinary perspectives on civil society, non-governmental organizations, and social movements, and not-for-profit organizations and determining what kinds of skills are needed to lead such endeavors; Transnational Mobility, which focuses on the causes and consequences of the transnational movement of ideas, people, capital, and information; and Transnational Human Security, which centers around issues related to what has been described as human or societal security in contrast to national security.

The Moynihan Institute is also host to six regional projects: the South Asia Center, the Center for European Studies, Maxwell's European Union Center, the program on Latin America and the Caribbean, the Upstate New York Consortium for Middle Eastern Studies, and the East Asia program. The regional centers provide the Syracuse University student body with chances to learn more about the world in which they live and will work, facilitating students gaining education, research, language, and internship experiences in these various regions. The centers also provide curriculum development grants for faculty to create new courses on regional topics and monies to hire language instructors in less familiar languages such as Turkish and Hindi.
www.maxwell.syr.edu/moynihan.aspx

Institute for National Security and Counterterrorism

Director William C. Banks, 402 MacNaughton Hall, 315-443-2284

The Institute for National Security and Counterterrorism (INSCT) at Syracuse University was established at the College of Law in 2003 through the vision of Professor William C. Banks, with the support of Dean Hannah R. Arterian. Beginning in the 2004-2005 academic year, the Maxwell School of Citizenship & Public Affairs, with the support of Dean Mitchel B. Wallerstein, joined the College of Law in sponsoring the Institute. The Maxwell School and the College of Law support a systematic, interdisciplinary approach to important questions of law and policy related to national and international security and counterterrorism.

INSCT is dedicated to interdisciplinary teaching, research, and public service focused on important national and global problems of security and terrorism. INSCT faculty and graduate students pursuing professional and doctoral degrees engage in advanced coursework toward specialty certificates in security and terrorism studies. They collaborate in the development of innovative interdisciplinary courses and seminars, such as Perspectives on Terrorism, team-

taught by political science, history, communications, international relations, public administration, and law faculty.

The Institute research portfolio is broad and deep, ranging from faculty-supervised student working papers and research reports, to significant articles and books for academic journals and presses, to sponsorship of major workshops and conferences designed to further a research agenda in security or terrorism. While all INSCCT research advances knowledge in the field, many projects are conducted on behalf of or in consultation with agencies, municipalities, and other public entities, thus providing direct public service.
www.insct.syr.edu/

Program for the Advancement of Research on Conflict and Collaboration (nondegree)

Director Catherine Gerard, 400 Eggers Hall, 315-443-2367.

Faculty More than 35 Syracuse University faculty members are associates of PARCC.

PARCC is an interdisciplinary program devoted to advancing the theory and practice of the analysis of conflict, the resolution of conflict, collaborative problem solving, and collaborative governance. The primary goals of the program are to develop knowledge about the context and stages of different conflicts and, on that basis, to assess and teach alternate methods of conflict resolution. A special interest is the emergence of collaborative problem solving as a critical skill set for the public sector. The diverse backgrounds of PARCC faculty members and graduate students reflect the program's emphasis on interdisciplinary research and theory building. They are drawn from the departments of anthropology, geography, history, international relations, political science, public administration, social science, and sociology and from the schools of law, education, public communications, management, and human services and health professions.

The research interests of PARCC associates may be characterized by a series of questions: What are the significant differences and similarities of various kinds of conflicts? How can theory be made applicable to the work of practitioners and the experience of practitioners contribute to the refinement of theory? How can governments work more collaboratively with citizens? What are the appropriate strategies at different stages of conflicts? How can intractable conflicts be moved to the stage where de-escalation can take place? What kinds of conflict resolution and collaborative methods are effective for different circumstances?

Program associates are engaged in studies that relate to collaborative governance, collaborative public management, foreign policy decision making during crises, cultural aspects of conflict, geo-political ideologies, ethnic conflicts, nonviolent means of protest, gender and conflict, community organizing efforts, alternative dispute resolution methods, conflict transformation, interpersonal violence, prevention of disputes through increased public participation in environmental matters, and de-escalating initiatives and peacemaking in Arab-Israeli relations. Other activities of the program include a theory-building seminar, working groups organized around specific research topics, a conflict forum speaker series, and conferences focused on conflict related topics. PARCC is a base for graduate studies in collaborative governance, collaborative public management, conflict analysis and conflict resolution. Twelve-credit Certificates of Advanced Study (CAS) in conflict resolution are awarded to students who meet the established certificate requirements as they complete a graduate degree from SU or the State University of New York College of Environmental Science and Forestry. Additional information may be found at www.maxwell.syr.edu/parc.

Tuition And Fees

Graduate tuition for 2010-11 is \$1,162 per credit hour. Program fees are charged for students studying abroad or in non-campus programs in the United States.

Payment to the University may be made in one of two ways: the regular payment plan or a special monthly payment plan. Under the regular plan, at the beginning of each semester a bill is issued for the semester's total charges for tuition and fees (and for housing, meals, and other fees, if applicable). All charges listed on the bill must be paid in full within 30 days of the first day of classes for that semester. Students are responsible for ensuring that financial awards they receive, from any source, are available by the time of registration. If a financial award has been promised, but has not yet been received, the student must pay all charges in full. The University will refund the amount of the award when it receives the award.

The monthly payment plan allows students to pay total semester charges in six monthly payments. Further information on Syracuse University's payment policies can be found in "Tuition, Fees, and Related Policies," a publication available from Bursar Operations, 102 Archbold North, Syracuse University, Syracuse NY 13244-1140, USA; 315-443-2444; fax: 315-443-3630.

Financial Aid

Academic departments and programs each have an array of financial aid, including University Fellowships, graduate assistantships, tuition scholarships, and grants-in-aid. Graduate admissions officers in each graduate program allocate financial aid based largely on merit.

Doctoral students generally receive tuition, stipends and health insurance coverage in exchange for teaching or research services. Some students receive University Fellowships.

There is more limited funding for master's students. They are eligible for financial awards, including fellowships, assistantships (partial or full), partial tuition scholarships, and grants-in-aid.

For more information on financial aid for graduate students, please visit our website:
<http://www.maxwell.syr.edu/> or consult with the graduate director of the program to which you seek admission.

Academic Offerings

Anthropology Overview

Chair Christopher R. DeCorse, 209 Maxwell Hall, 315-443-2200.

Faculty Douglas V. Armstrong, Hans C. Buechler, John S. Burdick, A.H. Peter Castro, Christopher R. DeCorse, Azra Hromadzic, William F. Kelleher Jr., Shannon A. Novak, Deborah Pellow, Robert A. Rubinstein, Maureen T. Rudelle Schwarz, Theresa A. Singleton, John Marshall Townsend, Cecilia Van Hollen, Susan S. Wadley

Anthropology at Syracuse University is oriented primarily toward sociocultural studies and historical archaeology, with emphases on applied and interpretive research. As a department within the Maxwell School, the graduate anthropology program offers dual degree tracks that include public affairs or

public policy.

Department strengths include language and power, religious systems, medical anthropology, the social use of terrestrial space, local-level globalization, culture change, indigenous environmentalism, and social movements. The department offers a strong focus on the African diaspora within its historical archaeology program. Interdisciplinary ties within the Maxwell School, with SUNY College of Environmental Science and Forestry, and with SUNY Upstate Medical University enhance offerings in environmental topics, historical preservation, policy planning, international relations, and health-related subjects.

Graduate certificates are available for qualifying anthropology graduates in Women's Studies, South Asian Studies, Conflict Resolution, Cultural Heritage Preservation, Middle Eastern Affairs and Latin American Studies.

Anthropology is primarily a Ph.D. program. A master's degree may be earned as a step toward the doctorate. While some graduate students are self-funded, most are supported with teaching assistantships and fellowships.

Anthropology graduate students comprise a multiethnic international community. More than half are women. The department is sufficiently large to provide focused breadth, yet small enough to encourage graduate students to work closely with faculty mentors.

The department participates in the University-wide Future Professoriate Project, which trains graduate students for college teaching and otherwise prepares them for academic and professional careers. Anthropology graduates who have elected to pursue non-academic careers have found employment in governmental agencies and in NGOs.

The anthropology department at Syracuse University encourages students from various backgrounds to seek admittance. Not all entering students have a degree in anthropology; some enter the program with backgrounds in public health, English literature, history, psychology, journalism, or biology.

Graduate students are expected to secure outside funding to help support their doctoral research. The department has a limited endowment, the Claudia De Lys Scholarship in Cultural Anthropology, which provides modest support for a few students annually. A formal course in grant writing has proved helpful to many graduates in obtaining funding.

The University offers nine-month teaching assistantships. Outstanding students are eligible for University Fellowships, the Maxwell Dean's Dissertation Award, and the Dean's Summer Assistantship. U.S. citizens interested in studying South Asia are eligible for National Resource Fellowships through the SU South Asia Center.

For additional information regarding the department and the graduate program in anthropology, visit: www.maxwell.syr.edu/anthro

A few faculty and student projects are the following:

- Helping the Cree Indians maintain their environment in James Bay, Canada;
- Studying issues regarding women's health in India;
- Engaging in research on economic and social change in post-communist eastern Germany;
- Examining factors contributing to and ways of alleviating infant mortality in Onondaga County;
- Looking at religious traditions among immigrant Africans in Brazil;
- Study of archaeological aspects of African-European interactions;
- Documenting archaeological aspects of culture and ethnicity in West Africa; and
- Conducting historical archaeology at Maroon and enslaved African-Jamaican settlements.

M.A. Guidelines

The master of arts degree signifies an important step in a student's scholarly development. The requirements for an M.A. degree in anthropology at Syracuse University emphasize comprehensive understanding of the discipline and the mutual articulation of its constituent subfields.

Required coursework and the qualifying examination reflect the department's intent to expose students to the breadth of anthropology prior to their engaging in more narrowly defined scholarly studies and doctoral research.

1. Credit and core courses requirements: 30 graduate credits that include at least four core courses of which two form a sequence within either the cultural or the archaeological subdiscipline (ANT 611-ANT 711 for cultural students; ANT 641-ANT 741 for archaeology students).

The core courses are:

ANT 611 History of Anthropological Theory
ANT 612 Ethnology
ANT 631 Method and Theory in Biological Anthropology
ANT 641 Anthropological Archaeology
ANT 672 Language, Culture and Society
ANT 711 Current Anthropological Theory
ANT 741 Archaeological Theory

Students are expected to complete core courses and qualifying examinations within the first two years in residence.

2. Qualifying examination: Successful completion of the qualifying examinations in History of Anthropological Theory and Ethnology for cultural students and Archaeological Method and Theory for archaeology students.

3. Writing requirement: Students who do not continue beyond the master's level are required to submit a master's paper, which is a significant piece of work on a subject of the student's choosing, and approved by the advisor. Minimally, it should demonstrate original thinking and knowledge of the literature on a given area, topic, or issue. See "Position Papers" below for the writing requirements leading to a doctoral degree.

4. Tools and methods requirement:

Cultural students choose either:

ANT 781 Ethnographic Methods, or

ANT 684 Social Movement Research Methods

Archaeology students choose one of the following:

ANT 642 Methods in Archaeology, or

ANT 644 Laboratory Analysis in Archaeology

Archaeology students must also fulfill a field training course (ANT 643 Advanced Field Work in Archaeology) or complete an accredited archaeological field program.

5. Advisor and master's committee:

Students are expected to select an advisor by the end of their second term in residence. (The graduate director can serve as an interim advisor until one is selected.)

Ph.D. Guidelines

Ph.D. students must demonstrate, by earning a “Ph.D. Pass” on the Qualifying Examination, that they are qualified to carry out a significant body of anthropological research. Once their proposal has been approved by their committee, they are expected to carry out the project and write a dissertation based on this research.

1. Basic requirements: 72 graduate credits (past B.A.) as follows:

- Minimum of 33 credits in anthropology
- Maximum of 27 credits in cognate fields
- Maximum of 12 “dissertation” credits
- Completion of core courses (or the equivalent—see master’s requirements)
- Satisfactory completion of the qualifying examination

2. Students with a prior master’s degree must fulfill all core courses and qualifying requirements. This may be accomplished through satisfactory completion of required coursework and/or the Qualifying Examination, or other means approved by the Graduate Committee (petition to the graduate director is required).

3. Tools and methods requirement: Cultural students must satisfy the tools and methods requirements for the M.A. plus show proficiency in a language of international scholarship, a literary language, or a field language.

Archaeology students must satisfy the tools and methods requirements for the M.A. plus show proficiency in a language of international scholarship, a literary language, a field language, or in managing electronic databases and other computer programs for data processing.

4. Dissertation committee: The Ph.D. student is responsible for forming a committee that will guide and preside over the doctoral dissertation. The committee is composed of five members, including the student’s principal advisor and at least two other faculty members from the department. At the discretion of the advisor, one member of the committee may be chosen who has no affiliation with Syracuse University.

5. Position papers: Doctoral students are required to write three position papers on topics selected in consultation with the student’s advisor and committee. The position papers are intended to demonstrate the student’s competence in a) the geographical area and focal context of specialization, b) the topic of specialization (local and cross-cultural perspectives on a specific research topic), and c) a specific research problem. The position paper should be the student’s original synthesis of the specialized literature in each of the three areas. The ideal paper would be one that could be published in the Annual Review of

Anthropology. Position papers may be written and submitted at any time beginning in the student’s third term of residence. They must all be completed and approved before a formal research proposal may be defended.

6. Dissertation proposal and proposal defense: Doctoral students must submit a dissertation proposal to their dissertation committee, and successfully defend it during an oral examination. The dissertation proposal should be a substantive piece of work demonstrating competencies in theory, method, topic, and geographic area sufficient to support the proposed research.

7. Dissertation and dissertation defense: The dissertation is an original and substantial written report on the student’s doctoral research. Completed dissertations are subject to a formal dissertation defense.

Certificate Overview

Civil Society Organizations

This certificate is designed for students aiming to prepare themselves as professionals in the expanding field of non-governmental organizations and for students whose research interests focus on the roles of non-state actors in global civil society.

Certificate Overview

CERTIFICATE OF ADVANCED STUDY IN CONFLICT RESOLUTION

The Certificate of Advanced Study in Conflict Resolution is a 12-credit program open to midcareer professionals who have an interest in applied conflict resolution. It requires completion of PPA/IRP/SOS 601 Fundamentals of Conflict Studies and three additional graduate courses organized in one of four thematic areas: international conflict, applied conflict, environmental conflict, or social movements/advocacy and activism. Students work under careful advisement of the Program on the Analysis and Resolution of Conflicts to select courses that best meet their professional goals. The program may be completed in one semester or on a part-time basis. All courses may be applied to a master's degree. Individuals with seven or more years of professional managerial experience are invited to apply.

Documentary Film And History (M.A.)

Contact Richard Breyer, Co-Director
315-443-9249, rlbreyer@syr.edu
Scott Strickland, Co-Director
315-443-5875, jsstrick@syr.edu

The documentary film and history master's program is a cross-disciplinary program with the Maxwell School of Citizenship and Public Affairs. It is designed for those interested in studying the documentary from various points of view—production, distribution, new media, applications to education at all levels. This master's degree also offers students the opportunity to deepen their understanding of history at the same time that they acquire the practical skills of the filmmaker's craft. Documentary film and history students prepare to work as writers, editors, directors, designers, and executives at independent production companies and organizations, such as The History Channel, Learning Channel, and Public Broadcasting Stations. Graduates also teach media and history.

The program's curriculum stresses three general areas of study: writing and production, research, distribution and funding of documentaries and other non-fiction media.

Students in the program begin their studies with an intensive summer experience in July and finish with an internship and production of a documentary the following summer.

Requirements

DFH 610	Documentary Production Research (three 1 credit courses)
DFH 695	Historical Narratives and Interpretations
HST 500 997	Various topics
HST 500 997	Various topics
HST 615	Oral History Workshop <i>or</i> ANT 682 Life Histories/Narratives
HST 802	Modes of Analysis in History
TRF 600	Industry Practicum
TRF 611	Dramatic Writing for Television and Film
TRF 637	Telecommunications Law and Policy
TRF 650	Advanced Practice: Special Projects
TRF 655	Television Practices
TRF 659	Documentary Production
TRF 669	Advanced Practice: Filmmaking

TOTAL: 39 credits

Certificate Overview

E-Government Management and Leadership

The E-Government Management and Leadership Certificate of Advance Study is a 12-credit graduate-level certificate designed for students currently pursuing another graduate degree or as post-baccalaureate work. The CAS is organized by two broad thematic areas: 1) leadership and management of information and communication technology applications found in public organization E-government systems, and 2) technical design aspects of E-government in public organizations. There are two required courses for this degree: IST 711: Electronic Government, Concepts and Practice and PPA 895: Executive Education Seminar, Managerial Leadership. Through careful advisement, students will select two additional courses offered in either the iSchool or Maxwell School based on their prior education and experience as well as professional needs. The certificate program is intended to prepare students to lead and manage e-government applications in complex public and private sector organizations.

Econometrics Certificate Overview

Econometrics

The application of statistics to economics is commonly called econometrics. Statistics and econometrics have become more closely associated as scholars and practitioners in both areas have learned from each other and adopted ideas learned in the other area. Given this convergence, a certificate offered by Syracuse University that requires knowledge of the contributions of both disciplines is both timely and appropriate.

To obtain the certificate a student must successfully complete ECN 621, ECN 622, ECN 720, MAT 651, and MAT 652.

Department Overview

Economics

Chair Chihwa Kao, 110 Eggers Hall, 315-443-3612

Faculty Elizabeth Ashby, Badi Baltagi, Donald H. Dutkowsky, Gary V. Englehardt, Jerry Evensky, Deborah A. Freund, Susan H. Gensemer, William Horrace, Emil Iantchev, Chihwa (Duke) Kao, Jerry S. Kelly, Thomas J. Kniesner, Jeffrey D. Kubik, Derek Laing, Mary E. Lovely, Robin P. Malloy, Devashish Mitra, Piyusha Mutreja, Inge O'Connor, Jan Ivar Ondrich, John L. Palmer, Lourenço Paz, J. David Richardson, Christopher Rohlfs, Stuart S. Rosenthal, Perry Singleton, A. Dale Tussing, Michael Wasylenko, Jeffrey Weinstein, Peter J. Wilcoxon, John M. Yinger

The economics department offers separate programs leading to the M.A. and the Ph.D. degrees. The department's faculty members have an orientation toward applied and policy-related economics that is built on a strong foundation of economic theory and statistical and econometric methods. The department teaches about 3,000 students per year, has approximately 40 doctoral students in residence, and enrolls 30-35 master's students at various stages of study.

The department chooses to be selective in its acceptance of students to its programs and as a result has a low graduate student -to-faculty ratio. The average number of students in an entering Ph.D. class ranges from 8 to 12 with a somewhat larger number entering the M.A. program. This small size allows for more interaction between faculty and students than is found in other programs with larger numbers of students. The department enjoys strong loyalty from its many distinguished alumni, who have positions in academia, business, and government.

Ph.D. Overview

The Ph.D. in economics at Syracuse is a research-oriented degree, designed for those who want to do applied economics in higher education, government, international agencies, independent research organizations, or private businesses with a substantial research mission.

Entering graduate students should have had at least one year of calculus, a course in mathematical statistics, and a course in linear algebra. In their class work, Ph.D. students take a course in mathematical economics, three courses in microeconomic theory, two courses in macroeconomic theory, three to four courses in econometrics, fulfill the requirements in two fields, as well as breadth requirements and electives totaling 51 credits. Counting dissertation hours, the total number of credits in the program is 72 hours. Students may choose two fields from among labor economics, international economics, public economics, urban economics and econometrics. Students with particularly strong theoretical interests may take fields in microeconomic theory, macroeconomic theory. A student with strong interest in finance may take a field in it through the finance department of the School of Management. A student wishing to take a field in an area other than microeconomics, macroeconomics, econometrics, labor economics, public economics, international economics, or urban economics must receive the explicit approval of the director of graduate studies of the economics department.

Faculty and graduate students work closely in research, teaching, and graduate study. For example, Ph.D. students often write papers for journals and conferences with faculty members.

In addition, some graduate students participate in a special University program that helps form good teaching practices. Syracuse University is one of a few universities that provides graduate students with a formal program to learn about college-level teaching practices.

Admissions Requirements Applications from all interested individuals are welcome. Present graduate students have varied undergraduate backgrounds, including economics, physics, and mathematics. Completion of a master's degree in economics is not required to enter the Ph.D.

Persons interested in studying for the Ph.D. should complete the application form found in the Maxwell School catalog or at the web site, www.maxwell.syr.edu, and have three letters of recommendation sent on their behalf. In addition, all applicants should submit their scores from a recent general Graduate Record Examination and transcripts of all collegiate and post-collegiate work. Applicants whose first language is not English should submit the results of a recent TOEFL examination. Preference for graduate assistantships is given to students with TOEFL scores of 630 and above or ITOTL scores of 109 and above, or TOEFL (CBT) of 267 and above.

Financial Support Merit-based financial aid awards are available to support study in the Ph.D. program in the form of fellowships and graduate assistantships. Financial support is renewed each year for four years of study, subject to maintaining satisfactory performance in the Ph.D. program. The deadline for submitting applications for a University Fellowship or the deadline for a graduate assistantship is February 15, although later applications are considered for the assistantship awards. Candidates for admission who do not require University financial support may apply at any date.

Fellowships Economics applicants compete with applicants to other departments at Syracuse University for University Fellowships. Winners receive a fellowship in their first and fourth years of study and receive graduate assistantships in their second and third years. Fellowships include a stipend of approximately \$20,755 (2010-11) and a full-tuition scholarship for 30 credits for the academic year. Students receiving a fellowship have no service responsibilities to the University during the years that they are on the fellowship. Recipients generally take 12 credits each semester that they are on fellowship. Fellowship recipients can opt to have University health care insurance coverage at a modest fee. Fellowship stipends are taxable under the state and federal government laws.

Graduate Assistantships The economics doctoral program provides opportunities to obtain teaching experience and to participate in research projects with faculty. Most entering and continuing graduate students have teaching assistantships. All teaching assistants participate in a unique Teaching Assistant Orientation Program conducted by the Graduate School. As a teaching assistant, students eventually gain experience in all aspects of teaching, from exam preparation and grading to lecture preparation and presentation. Some advanced doctoral students conduct their own classes, usually teaching at Syracuse University Continuing Education (SUCE).

Advanced graduate students may elect to compete for research assistant positions. Research assistantships are available, for example, through the Center for Policy Research, a research institute within the Maxwell School, or through faculty members who have externally sponsored research projects. In fact, many students serve as both teaching and research assistants during their time in the doctoral program.

Graduate assistantships are renewed each academic year on the basis of satisfactory progress in the Ph.D. program and of the recent performance as a teaching or research assistant. Assistantships include a stipend of \$15,500 for the 2010-2011 academic year. Graduate assistants can opt to have University health care insurance coverage at a modest fee. Assistantships require up to 20 hours of service per week in teaching, grading, or research. A full graduate tuition scholarship for 24 hours of coursework per year is also awarded with the assistantship. Students with assistantships take 9 hours of courses during

each semester, and students should use their remaining 6 hours during the summer to register for additional courses or for dissertation credits.

Graduate stipends are subject to tax by state and federal governments but, at this time, are not subject to the social security payroll tax.

Summer Support The economics department offers opportunities for teaching, research, and summer fellowship support. Summer funding is also available to graduate students through externally funded research projects. All summer support is subject to taxation by the state and federal governments but, at this time, is not subject to the social security payroll tax.

Degree Requirements The Ph.D. degree in Economics at Syracuse is designed to be completed in four years. After 30 credits of graduate coursework in economics, students in the Ph.D. program should file for a master's degree in economics. That process begins in the department office.

The program consists of three stages: (1) completion of graduate coursework with an average grade of 3.0 or better, (2) satisfactory performance on the two qualifying examinations and the field comprehensive examination(s), and (3) submission and successful defense of the dissertation. In practice these stages are intermingled, but it is useful to describe them separately.

Coursework For students entering with no prior graduate work, the coursework generally consists of 2 1/2 to 3 years (51 credits) of graduate course credits and 21 hours of dissertation credit hours. The program builds on a set of core courses and includes elective courses that allow for breadth of study in economics. The core courses include:

ECN 601 Survey of Microeconomic Theory; eCN 611, ECN 612 Microeconomics I and II
ECN 613, ECN 614: Macroeconomic Theory I and II
ECN 605, ECN 620, ECN 621, ECN 622: Mathematics for Economists, Mathematical Statistics, and Econometrics I and II.
ECN 820, ECN 821: Dissertation Workshop I and II

In addition to the core courses, each student studies two fields, in which they develop considerable expertise. The coursework beyond the core is applied toward the field courses and the fulfillment of program breadth requirements.

Field Coursework: Two Ph.D.-level courses in each field. Students supplement with related courses offered in the department.

Breadth Requirement: This consists of two courses outside of the student's two main fields.

The two-breadth requirement may be satisfied by ECN 720 (Advanced Econometrics) and other courses offered in economics fields or at Syracuse University. Students should consult about fulfilling the breadth requirements with the graduate studies committee as well as with other economics faculty members who may serve as graduate advisors.

A typical course schedule for a student on a graduate assistantship is as follows:

Summer 2010

ECN 605 Math for Economists
ECN 620 Foundations of Econometrics

Fall 2010

ECN 601 Survey of Macroeconomic Theory
ECN 621 Econometrics I
ECN 613 Macro I

Spring 2011

ECN 611 Micro I
ECN 622 Econometrics II
ECN 614 Macro II

Summer 2011

Examinations in Micro and Econometrics

Fall 2011

ECN 612 Micro II
ECN Field I, Course 1
ECN Field II, Course 1

Spring 2012

ECN Field I, Course 2
ECN Field II, Course 2
ECN 820 Dissertation Workshop I

Summer 2012

Field Examination, Dissertation hours

Fall 2012

ECN 821 Dissertation Workshop II
ECN Breadth
ECN Breadth

Spring 2013

The fourth year is dedicated to dissertation research and writing. Students with graduate assistantships should register for up to six dissertation hours or take courses during the summer semesters. Students on fellowships follow a modified schedule from that outlined above.

Transfer Credits A student who has taken graduate coursework at other institutions and wishes to matriculate in our Ph.D. program can transfer course credits to Syracuse University. A student may transfer up to as many credits from another institution as the number of course credits that will be taken at Syracuse. For the typical student who will have 51 course credits and 21 dissertation hours to complete the Ph.D., he or she may transfer 24 credits of coursework from another institution. A graduate course is eligible for transfer credit if the grade in the course is 3.0 (on a 4.0 scale) or better. Students who transfer courses should review their programs of study with the director of graduate studies before they begin coursework at Syracuse, so that courses are not

repeated.

Fields The department regularly offers five fields. These fields are public economics, labor economics, international economics, urban economics, and econometrics.

A student with a particularly strong interest may also apply to the director of graduate studies for a field in microeconomic theory or macroeconomic theory. The coursework for an economic theory field is selected in consultation with a professor who will assume responsibility for both the supervision of the field and the comprehensive examination in the field. A field in econometrics requires two different course offerings of ECN 720 Selected Topics in Econometrics (in addition to ECN 620, 621, 622).

A student whose interests and research goals would benefit from a deeper understanding of financial economics may be permitted to take a field in financial economics. Coursework and the comprehensive examination in this field are administered by the finance department in the School of Management.

The field can focus on either corporate finance or investment. Completion of the following courses with a grade of B or better is required in order to take a comprehensive exam in financial economics: FIN 601, 751, 855, and 960 (Topics in Corporate Finance). FIN 601, 756, 758, 960 (Topics in Investment) must be completed for a concentration in investment. The economics department can make no assurance as to the availability of these classes or to the timing of the examination. A student wishing to take a field in financial economics must receive the explicit approval of the graduate studies committee of the economics department and the chairperson of the Department of Finance.

Examinations Students take two comprehensive qualifying examinations in areas of microeconomic theory and econometrics; and a comprehensive examination in one of the fields. Students not passing an examination are able to retake it once. Progress toward the degree and grades to that date generally determine whether the student is advised to continue in the Ph.D. program.

Qualifying Examination Students take the qualifying examination in the summer, after one year of study. By that time, students will have completed courses in Microeconomic Theory (601, 611) and Macroeconomic Theory (613, 614) and Econometrics (620, 621, 622). An average grade of B or better in these courses is normally required to take the qualifying examination, although the graduate studies committee can make exceptions for unusual cases. Students who do not pass the qualifying examinations may retake the examination later that same summer.

Field Examinations Normally, students take a comprehensive examination in their primary field in the summer after their second year of study. The fields (primary and secondary) may be fulfilled through coursework if the course grades are high enough, or through a comprehensive examination. Students will normally take the field examinations at the next scheduled sitting following the completion of the field course sequence (even if a grade of incomplete is recorded). Not taking the examination at the next scheduled sitting will count as a failure.

Field 1: At least two courses must be completed in the primary field. The exact sequence of courses varies according to field. Grades of B or better in both courses are required to take the comprehensive examination in the field.

Field 2: At least two courses must be completed in the second field. If the student receives an average grade of B+ or better in the coursework for the second field, the requirements for the second field are complete. Students without a B+ average in the coursework will take a comprehensive examination in the second field or follow some other approved remedial action.

Separate arrangements for examination are made when a student takes a field in economic theory.

Dissertation Our program is designed so that students begin planning dissertations during their third year (or earlier) and finish them during their fifth year. Students are also required to write an acceptable dissertation containing a contribution to knowledge, conforming to professional standards of evidence and argument, and presented in clear and correct language. After completion, the dissertation must be successfully defended in an oral examination. Students must provide all members of the guidance committee a complete draft of their dissertation no later than one month before the scheduled date of the oral examination.

Dissertation Workshops I and II In Dissertation Workshop I, ECN 820, students learn essential research skills, develop a dissertation proposal, and write basic dissertation chapters. Dissertation Workshop II, ECN 821, is a seminar with students presenting dissertation research in progress.

Satisfactory Progress Only students making satisfactory progress are eligible for departmental support. A student is making satisfactory progress as of the beginning of the second year if he or she has

- passed all first year core courses;
- maintained a cumulative average of 3.0 or better;
- earned a grade point average of 3.0 or better in ECN 613 and 614; and
- passed both the econometric and microeconomic qualifying examinations

A student is making satisfactory progress at the beginning of the third year if he or she has

- passed all second year core courses;
- maintained a cumulative average of 3.0 or better; and
- passed his or her preliminary field comprehensive examination

A student is making satisfactory progress at the beginning of the fourth year if he or she has

- maintained a cumulative average of 3.0 or better; and
- completed his or her secondary field requirements

M.A. Overview

The economics department offers a variety of graduate courses toward the completion of a master of arts degree.

Applicants to the M.A. program are expected to submit scores from the Graduate Record Examinations and prior coursework that demonstrates an aptitude for graduate study in economics. Students generally have strong undergraduate training in economics, but some students have a strong quantitative background and little training in economics. Students whose native language is not English are also required to take the TOEFL examination. Admission preference is given to students with TOEFL scores in the range of 600 and above or ITOTL scores of 100 and above. Graduate assistantships and

University Fellowships are generally not awarded to students studying for the M.A. degree or other non-terminal disciplinary degrees.

Courses available on a regular basis include microeconomic and macroeconomic theory, mathematical economics, econometrics, public finance, economic development, international economics, health economics, and law and economics. A student with strong undergraduate training and a good grasp of English who is able to study full time will be able to complete the degree in one calendar year. Students whose first language is not English, or who have little background in economics, typically require three semesters plus a summer.

Degree Requirements The M.A. degree requires 30 credits. This requirement can be fulfilled in two ways. One plan calls for 24 credits of coursework and 6 credits for a master's thesis. The thesis topic is selected in consultation with a faculty member who guides the research. The thesis, which is expected to be a demonstration of the ability to do economic research, must be defended in an oral examination. The second plan, which the vast majority of M.A. students follow, calls for 30 credits of coursework and no thesis.

Courses required for the M.A. degree include: ECN 601 (microeconomics) and ECN 610 Economic Dimensions of Global Power, each with a grade of B- or better; 6 credits of statistics and econometrics, normally satisfied by taking ECN 521 and ECN 522 but could include ECN 620, 621, 622, or other courses chosen in consultation with his or her academic advisor. Additional courses are taken to make up 24 hours if a thesis is written or 30 hours if a thesis is not written. Students may take courses numbered between 500 and 599, but at least 15 credits must be at the 600 level or above. No more than 3 credits of independent study may count toward the degree program. A student's program may include 6 credits taken outside the Syracuse University economics department. This includes economics courses at the graduate level transferred from another institution or cognate courses taken in other departments at Syracuse University. The latter may be chosen only in consultation with the advisor. The cumulative grade point average for the courses taken toward credit for the M.A. degree must be 3.0 or better.

Program Overview

Economics/IR Joint Master's

The Maxwell School offers a joint Economics and International Relations option which allows you to earn two MA degrees--in International Relations and in Economics--in only two years. You will be expected to complete challenging courses in economic theory and econometrics, as well as the core courses in International Relations.

For more information regarding the joint program see: http://www.maxwell.syr.edu/ir_graduate.aspx?id=6442451204

Certificate Overview

European Union & Contemporary Europe

The Certificate of Advanced Study in the European Union (EU) and Contemporary Europe is available to students in all professional and doctoral programs at Syracuse University who are looking to supplement their degree with a strong foundation in this region's politics and culture or to prepare themselves for a career involving specialization in this region. In completing the certificate program, students are required to take at least 12 credit hours of study focused on the region, including one 3-credit required course and nine credits from a set of approved courses and/or approved extracurricular activities such as internships and capstone experiences. Interest in learning more about the EU and contemporary Europe has been growing on the Syracuse campus with the creation of the Center for European Studies and the European Union Center, hosted by the Moynihan Institute of Global Affairs. Both centers have been working over the last several years in spreading knowledge about Europe through support for the teaching of less commonly taught European languages (e.g., Arabic, Hebrew, Polish, Portuguese, Turkish), grants for graduate students to conduct research in Europe and master's students to do semester-long internships in Europe, lectures and debates with visiting scholars and EU officials, and an annual EU Simulation and graduate student conference. The four study abroad centers that the University maintains in Europe—in London, Florence, Strasbourg, and Madrid—have also contributed to heightened interest in the region.

Department Overview

Executive Master of Public Administration

Director Steve Lux, 219 Maxwell Hall, 315-443-3759
Associate Director Catherine M. Gerard, 315-443-3759
Assistant Director, Student Programs Margaret E. Lane, 315-443-8708

The Executive Master of Public Administration (Executive M.P.A.) is open to individuals with substantial experience and managerial responsibility in the public, private, and nonprofit sectors (including NGOs). The typical candidate has seven or more years of management experience and holds a position beyond that of basic supervisor. The program is designed for mid-career managers who require updated information and skills, who anticipate promotion to a leadership position, or who plan to transition to the public or nonprofit sectors. Current students are drawn from international government ministries and NGOs; federal, regional, state, and local domestic agencies; and a variety of nonprofit and private organizations. The 30-credit program may be completed in one calendar year of full-time study or in a variety of part-time formats.

The program encourages students to form a concentration in a policy or administrative area tailored to their professional needs. The degree consists of 10 courses, including three required courses: PPA 895 Midcareer Training Group, PPA 897 Fundamentals of Policy Analysis, and PPA 996 Master's Project. Four of the additional seven elective courses may be selected from another department of the Maxwell School or, with permission, from another college or school of the University.

The Executive Education Program also administers several certificate programs. Please follow the link for more information:
www.maxwell.syr.edu/exed/certificates/

Department Overview

Geography

Chair Tod Rutherford, 144 Eggers Hall, 315-443-2605.

Faculty Jacob Bendix, Peng Gao, Matthew Huber, Susan W. Millar, Don Mitchell, Mark Monmonier, Anne E. Mosher, Alison Mountz, Thomas Perreault, Jane M. Read, David J. Robinson, Tod D. Rutherford, Farhana Sultana, John C. Western, Robert M. Wilson, Jamie L. Winders

The Syracuse University Department of Geography is an integral component of the Maxwell School and of the College of Arts and Sciences. Interdisciplinary work has always been a particular strength. Specifically, in addition to our expertise in cultural, economic, environmental, historical, physical, and urban geography, and in geographic information and analysis, we maintain active links to several Maxwell programs, including the Center for Environmental Policy and Administration and the Global Affairs Institute. Strong links also exist with earth sciences, civil and environmental engineering, the School of Architecture, and with the SUNY School of Environmental Science and Forestry. Finally, the department has long valued investigating geographical processes in a wide array of regions, places, and landscapes. Recent graduate students have conducted field research in the Caribbean, Latin America, and Europe, as well as in the U.S. and Canada.

The prospective student will find opportunities to develop an array of research skills and to study and conduct research with the faculty in the following specializations:

Geographic Information Systems and Spatial Analysis:

Cartography design and use of maps, including cartographic multimedia; the history of cartography in the 19th and 20th centuries.

Geographic Information Technologies applications and methods in geographic information systems, remote sensing, computer cartography, multimedia, geographic information, society, and public policy.

Spatial Analysis Visualization of geographic distributions; spatial statistics; statistical graphics.

Human Geography:

Globalization and Urban Change place commodification and tourism; housing; home and homelessness; public space; transformations in gender identities and relations; comparative urbanization; local-scale community assessment.

Historical Geographies historical methods; geographical history; historiography; urban history; labor history; working-class landscapes; colonialism in Africa and in Latin America; environmental and Western (U.S.) history.

Political and Economic Restructuring labor market policy and labor issues; industrial spaces and places; service industries; geography of institutions; political economy of development.

Social and Cultural Theory political economy of culture; Marxism; poststructuralism; feminism; interdisciplinary theories of space and place.

Environment and Society:

Environmental Ideologies and Politics environmental conflict; environmental monitoring; environmental issues in mass communications.

Human Dimensions of Global Change land-use and land-cover change; population and resources.

Political and Cultural Ecology disease ecology; food systems; environmental social movements.

Sustainable Development resource use and conservation; NGOs and local development.

Physical Geography and Environmental Science:

Plant Biogeography geomorphic biogeography; disturbance ecology; tropical biogeography.

Geomorphology fluvial systems; vegetation-geomorphic interactions; Quaternary and periglacial environments; topoclimate.

Within the framework of the principal clusters, students pursue individually designed programs, assisted by their advisory committee. The goal is to maintain and enhance an open intellectual environment with continuous interaction between graduate students and departmental faculty. In support of this, distinguished scholars and professionals are regularly brought to Syracuse for seminars, lectures, and symposia.

The department also participates in a variety of interdisciplinary programs in the Maxwell School and maintains strong links with other parts of the campus, including the State University of New York College of Environmental Science and Forestry. Normally the department has about 30 resident graduate students.

Each student has an advisory committee, consisting of the principal advisor and one or more faculty members. The committee advises the student and regularly evaluates progress toward the M.A. or Ph.D. degree.

M.A. Degree

The M.A. program in geography gives the student a perspective on the nature of contemporary trends in geography, develops research skills, and provides a beginning to advanced training in three special subfields of the discipline.

The program consists of 30 graduate credits, at least half of which must be at the 600 level or above. The students may write a master's thesis (three to six credits) or two master's papers. The choice must be made by the end of the first year.

The M.A. program assumes a basic foundation in geography, including work in human, environmental, and physical geography, as well as in cartography and relevant methods. Students without such a background must do extra work, such as attending courses, auditing, or reading.

The student's advisor and committee approve the topic for and supervise the writing of the master's thesis, which must be completed by the end of the second year. Students electing to write two master's papers instead of a thesis must have each paper approved by two members of the geography faculty.

Ph.D. Overview

Students entering the Ph.D. program with master's degrees from other universities are expected to have or acquire qualifications equivalent to those normally achieved by a Syracuse M.A. in geography. The student must maintain a 3.0 grade average.

Coursework The Ph.D. degree requires a total of 72 credits of approved graduate work in geography and related fields. The 72 credits include credits accepted for the master's degree, and as much as 12 credits in dissertation research. At least 24 credits of coursework must be taken in residence at Syracuse. At least two-thirds of the coursework (not including the dissertation) must be at the 600 level or above. All doctoral programs in geography are research-oriented.

Areas of Competence Toward the end of the program, a Ph.D. student must demonstrate, through a written and oral qualifying examination, special competence in three topical fields. Each doctoral student must provide evidence of competence in those research skills to be used in the dissertation as outlined in the formal proposal.

Dissertation A formal dissertation proposal must be submitted and approved before the Ph.D. qualifying examination is taken. The dissertation itself should be an original scholarly contribution to the field and may be highly varied in methodology, topic, and style of presentation. It must be defended orally.

Qualifying Examination Before taking the qualifying exam a student must have completed all requirements except the dissertation itself. The exam has both written and oral parts covering the specific subfields identified by the student in consultation with the advisor.

Certificate Overview

Health Services Management and Policy

The Certificate of Advanced Study in Health Services Management and Policy is a 12-credit program open to mid-career professionals who require a policy background to operate effectively in the dynamic health care sector. The certificate is earned after completion of two required graduate courses (6 credits) in health policy and two electives (6 credits) selected from approved courses offered by participating colleges and schools within the University in such areas as health and social policy, health law, demography, management, and economics. The culmination of the certificate is a capstone experience that may be a research paper or a supervised field experience that concludes with the development of a written paper.

This program is designed for two semesters of study and may be pursued independent of, or as part of, a master's or Ph.D. program. All courses may be applied to the executive master of public administration degree. For those pursuing the certificate independently of another degree program, the capstone does not earn additional credit.

Department Overview

History

Chair Carol Faulkner, 145 Eggers Hall, 315-443-2594

Paul Hagenloh, Director of Graduate Studies, 145 Eggers Hall, 315-443-2210.

Faculty Subho Basu, David H. Bennett, Susan Branson, Craige B. Champion, Andrew W. Cohen, Albrecht Diem, Michael R. Ebner, Carol Faulkner, Paul M. Hagenloh, Samantha Kahn Herrick, Amy Kallander, George Kallander, Ralph Ketcham, Norman A. Kutcher, Chris Kyle, Elisabeth D. Lasch-Quinn, Laurie Marhoefer, Gladys McCormick, Dennis Romano, James Roger Sharp, John Scott Strickland, Junko Takeda, Margaret Susan Thompson, William M. Wiecek

The history department has been granting M.A. and Ph.D. degrees since 1871. As part of the College of Arts and Sciences and, since 1924, the Maxwell School, the department has links to both the humanities and social science programs of the University.

Beginning in 2003, the department established three workshops to further strengthen those links, build greater intellectual community in the department, and add coherence to our graduate program. They are the Workshop on Citizenship, Empire, and Nation; the Workshop on Political and Social Thought; and the Workshop on Religion and Society. Faculty and graduate students from other departments are encouraged to attend workshop events and become workshop members. Please visit the history home page for details at www.maxwell.syr.edu/hist.

The early development of the department received special impetus with the acquisition of the personal library of about 20,000 volumes of the great German historian Leopold von Ranke.

Today it is one of the major European history collections in the United States. There are also substantial collections of primary materials dealing with the history of East Africa, the United Kingdom, and the United States.

A major emphasis in the M.A. and Ph.D. programs is the development of skills necessary to pursue original research. The training in both programs is valuable for careers in business, law, government, the media, archival work, and education. The department has placed its recipients of graduate degrees in state and federal research positions, in local historical agencies, in libraries and archives, and in business, as well as in colleges and universities across the nation and abroad.

M.A. Degree

The department offers the Master of Arts degree to students who have pursued successfully one of the following programs of study. M.A. students may apply for admission to the Ph.D. program after passing the exam or thesis.

1. The student must complete 30 credits of coursework including three seminars. No more than 12 credits may be taken in undergraduate courses carrying graduate credit. No more than nine credits may be taken outside the department. A 3.0 (B) average is required in all courses. Transfer of credit is subject to Graduate School regulations. In most fields, students must complete a language requirement. All students must pass a comprehensive oral examination in one field of history. The student may not enroll for more than 30 credits of coursework prior to taking the examination.
 2. The student completes 24 credits of coursework; a language qualification and a passing thesis, which carries 6 credits. The thesis must be read and approved by the advisor and two other faculty members with whom the student has taken courses
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Ph.D. Degree

The Ph.D. in history requires a broad knowledge of several fields of history. This knowledge must be acquired through the independent initiative of the student under the direction of the faculty. The Ph.D. requires at least three years of full-time study or its equivalent. Normally, 48 credits (including the courses offered for the M.A.) of coursework are required, including three seminars. Students generally take an additional 24 hours of dissertation research credits. No more than 12 credits may be taken in undergraduate courses carrying graduate credit. A 3.0 (B) average must be maintained.

Languages

The department requires knowledge of one foreign language. Individual advisors strongly encourage knowledge of at least one additional language. Coursework taken in fulfillment of a language requirement may not be included in the 48 credits of coursework required for the Ph.D., but may be counted as part of the total 72 credits for the Ph.D. Doctoral students must complete one language requirement during the first year of graduate study.

Fields

At the beginning of graduate work, M.A. candidates with their advisors should select a field of specialization in which they will take a comprehensive written examination or thesis at the completion of their hour requirements. Students working toward their Ph.D.s, in consultation with their advisors, should select a major field in which they plan to write their dissertations. They should also select two specific fields. Two of the three fields offered must be in history. Specific major fields currently offered by the department include:

Africa - Pre-Colonial, Modern

East Asia - Pre-Modern China, Modern China, Pre-Modern Korea, Modern Korea

Europe - Ancient, Medieval, Early Modern, Modern

Latin America - Modern, Colonial, Mexico, Caribbean

United States – Early North America, Modern United States, Women, Religion, Native American, African American

South Asia – Modern and Contemporary

Thematic - Empire, Nation and Citizenship, Labor and Social Movements, Mediterranean World, Modern Atlantic, Political Violence, Intellectual History, Crime, Law and Deviance, Gender and Sexuality, Race and Ethnicity, Religion and Society

Examinations

Ph.D. students take an oral examination in their major and specific fields. Upon successful completion of these exams, students also must pass an oral defense of the dissertation proposal.

Dissertation

Each candidate for the Ph.D. must complete and defend a dissertation.

All students are to adhere to the History Department Graduate Rules and Regulations and Syracuse University's regulations.

Certificate Overview

Information, Technology, and Policy, and Mgt.

The 12-credit certificate combines the resources of Maxwell and the University's School of Information Studies and L.C. Smith College of Engineering and Computer Science. The certificate is designed to provide and enhanced, integrated curriculum for graduate students seeking careers related to information technology.

Program Overview

International Relations

Chair Ambassador Donald J. Planty, 225 Eggers Hall, 315-443-2306.

Faculty Douglas V. Armstrong, William C. Banks, Michael Barkun, Hossein Bashiriyeh, David H. Bennett, Catherine A. Bertini, G. Matthew Bonham, Mehrzad Boroujerdi, Stuart Brown, Hans C. Buechler, John S. Burdick, Horace Campbell, A.H. Peter Castro, Francine D'Amico, Bruce W. Dayton, Renee deNevers, Gavan Duffly, Colin Elman, Miriam Fendius Elman, Ann Grodzins Gold, Margaret Hermann, Seth Jolly, Audie Klotz, Peter E. Koveos, Prema Kurien, Norman A. Kutcher, Mary E. Lovely, John Mathiason, John G. McPeak, Devashish Mitra, Alison Mountz, Terrell A. Northrup, Lourenço Paz, Deborah Pellow, Thomas Perreault, J. David Richardson, David J. Robinson, Dennis Romano, Tod D. Rutherford, Hans Peter Schmitz, Michael Schneider, Larry Schroeder, William C. Stinchcombe, Brian D. Taylor, Stuart J. Thorson, Susan S. Wadley, Hongying Wang, John C. Western

The multidisciplinary International Relations (IR) program links the Maxwell School's long-standing interest in contemporary world problems with scholarly approaches to solving them. The M.A. program combines an academic experience with professional training aimed at preparing students for positions in the public, non-profit, and private sectors in the international arena. The Ph.D. track begins with the M.A. in international relations and concludes with a Ph.D. from one of Maxwell's disciplinary departments.

M.A. DEGREE

The master of arts in international relations, a 40-credit program, draws students from throughout the world. It combines a rigorous academic experience with professional training for positions in the public, non-profit, and private sectors. A flexible 31-credit option is available for mid-career professionals who have significant relevant experience.

The program emphasizes a multidisciplinary curriculum and uses the resources of various Maxwell School departments and research-oriented non-degree programs, such as the Program for the Advancement of Research on Conflict and Collaboration and the Moynihan Institute of Global Affairs. Core faculty members are drawn from political science, public administration, anthropology, sociology, history, economics, and geography. Students frequently take courses in other colleges at the University, particularly the College of Law and the Whitman School of Management, the S.I. Newhouse School of Public Communications, and the School of Information Studies.

The International Relations program also offers students joint master's degree opportunities with the Department of Public Administration, the Department of Economics, the Syracuse University College of Law, and the public relations program at the S.I. Newhouse School of Public Communications (public diplomacy dual degree program).

All students are required to complete five courses: Quantitative Analysis for International Relations, Qualitative Analysis, History of International Relations, and Microeconomics for International Relations. Students have a choice for their fifth requirement: either Comparative Foreign Policy or Culture in World Affairs.

Students then select two Career Tracks to organize their studies. Career tracks include global markets, negotiation and conflict resolution, global development policy, foreign policy, transnational organizations and leadership, and global security.

Most students also take advantage of the Global Program offerings. Students may complete a summer internship program in Geneva, Switzerland or in Washington, D.C. In their second fall semester, students may participate in Global Europe, which consists of a seminar on the European Union and a supervised internship and independent study course in Europe. Students may also choose to study in Beijing, China or Santiago, Chile during the fall semester.

Other options include a fall semester exchange program with the International University of Japan, the Graduate School of Asia-Pacific Studies at Waseda University in Tokyo, the Graduate School of International Studies at Yonsei University in Seoul, or the Maxwell School's Global Security and Development Program in Washington, D.C.

The program can be completed in 16 months. Proficiency in a second language is required; students are encouraged to use their language skills and quantitative applications in their coursework.

PH.D. TRACK

The Ph.D. track is specifically for those seeking research or teaching positions. It provides a thorough grounding in the contemporary study of international relations combined with a survey of the various relevant disciplines, ranging from political science to management to international law.

Students interested in the Ph.D. track must apply to both the international relations program and one of the Maxwell School's seven disciplinary departments. Students who successfully complete the Ph.D. track earn an M.A. in international relations and a Ph.D. in anthropology, economics, geography, history, political science, public administration, or sociology.

Overview

International Relations/Public Administration Joint Program

An approved 58-credit joint degree program between International Relations and Public Administration is available to students and may be completed in a two-year period. See www.maxwell.syr.edu/IR/IRMAIN.asp or www.maxwell.syr.edu/pa/ for more information.

Certificate In Latin American Studies

This certificate certifies successful completion of 15 credits of graduate courses from a variety of disciplines related to Latin American themes. For a course to be eligible for the PLACA Certificate, the PLACA director must agree that its Latin American content is at least 50% of the overall course content. A list of some of the eligible courses may be found on the PLACA website: <http://www.maxwell.syr.edu/moynihan/placa/CertificatOfAdvancedStudy.aspx>

The Dates and Deadlines form provides specific deadlines by which forms must be complete. The Program of Study must be completed and signed by your advisor and the director of PLACA.

Program Overview

Law/Public Administration

A longstanding and popular joint degree exists between the Department of Public Administration and Syracuse University's College of Law. Students can prepare for a career that rests on the nexus of law and public administration with the JD/MPA degree. Students must apply and be admitted to both programs separately and will complete the entire first year in the College of Law prior to matriculation into the MPA degree. Due to the calendar nature of the MPA program, this challenging joint degree, one of the oldest of its kind anywhere, can be completed in three years (the same time needed for a JD alone).

Certificate Overview

Leadership in International and Non-Governmental Organizations

The Certificate of Advanced Study in Leadership of International and Non-Governmental Organizations is a 12-credit program open to mid-career professionals who have an interest in the variety of leadership issues facing international and non-governmental organizations (NGOs). It requires completion of a cluster of four graduate courses organized by three thematic areas: 1) the operating context and key actors, 2) organizational leadership, and 3) policy context and analysis. There is one required public administration course. With careful guidance, students select the remaining three courses from the professional programs in public administration and international relations as well as the social science departments in the Maxwell School. To complete the certificate, students take at least one course in each thematic area, based on professional need or substantive interest. This program may be pursued independent of, or as part of, a master's or Ph.D. program. All courses may be applied to the executive master of public administration degree.

Certificate Of Advanced Study In Middle Eastern Affairs

The Certificate of Advanced Studies in Middle Eastern Affairs is available to Syracuse University students in all graduate programs who are looking to supplement their degree with a strong foundation in the region's culture and politics or to prepare for a career involving regional specialization. Students are required to complete at least 12 credits: a single 3-credit required course and 9 credits in the form of approved electives chosen from affiliated departments within the University and/or approved extracurricular experience.

Department Overview

Political Science

Chair Mark Rupert, 100 Eggers Hall, 315-443-2416

Established in 1924, the department of political science is a national leader in graduate training.

The curriculum is divided into five fields: political inquiry, American politics, international politics, comparative politics, and public administration and policy. Master's students are not bound by any specific field requirements. Ph.D. candidates must take at least four courses in two of these fields. Most Ph.D. students in political science receive financial aid, most commonly department assistantships. Students may also be funded by SU fellowships.

M.A. Degree

The M.A. program requires completing 30 graduate credits, including one methodology course selected from PSC 693, PSC 694, or PSC 796. No more than 9 credits may be earned at another institution. There is no thesis requirement, and the degree can be earned within one year. Students must maintain at least a 3.0 grade point average, and their credits may include courses from other departments in the University. Since master's candidates usually have diverse career goals, ranging from government service to teaching to working in the private sector, the department allows considerable flexibility in course selection.

Ph.D. Degree

In the spring semester of the first year, graduate students in political science are evaluated on the basis of their performance in courses. A student invited to remain in the program to work toward a Ph.D. must complete 51 credits of graduate coursework and 21 dissertation credits, with a 3.0 or higher grade point average. In addition to three core courses in the political inquiry field, all students must take two methodology courses, selected from PSC 693, PSC 694, and PSC 796. Other methodology courses may be substituted with the approval of the director of graduate studies. Once 30 credits of coursework are accumulated, a student working toward the Ph.D. will be eligible for the M.A. Students having done graduate work at another institution may petition to transfer a maximum of 24 credits toward the Ph.D.

A Ph.D. student must pass written and oral comprehensive examinations in two chosen fields of specialization, generally by the end of the third year. The student must also write and defend a doctoral dissertation.

Certificate Overview

Post-Conflict Reconstruction

Administered by the Institute for National Security and Counterterrorism (INSCT), the Certificate of Advanced Study in Post Conflict Reconstruction (PCR) combines interdisciplinary courses, seminars, and internship opportunities to offer graduate and law students the unique opportunity to prepare themselves professionally for a career in a wide range of post-conflict stabilization, reconstruction and peacebuilding environments. For award of the Certificate, participating graduate and law students will complete 12 credits (3 courses and 1 capstone course/project/internship). Classes are offered in almost all Maxwell departments as well as the College of Law, Newhouse School of Communications, and Whitman School of Management. Additional information about INSCT and the certificate program is available at <http://www.insct.syr.edu/>, and the INSCT office, 402 MacNaughton Hall.

Department Overview

Public Administration

Chair and Associate Dean Stuart Bretschneider, 215 Eggers Hall, 315-443-4000.

Associate Director Christine M. Omolino, 315-443-4000.

Faculty George Abonyi, Shena Ashley, William C. Banks, Catherine A. Bertini, Guthrie S. Birkhead, Edwin A. Bock, Stuart I. Bretschneider, Walter Broadnax, Leonard E. Burman, Renee deNevers, Thomas D. Dennison, William D. Duncombe, Deborah A. Freund, Kevin C. Gottlieb, Vernon L. Greene, Soonhee Kim, Sharon N. Kioko, W. Henry Lambright, Leonard Lopoo, Christina Merchant, Ines A. Mergel, Tina Nabatchi, Rosemary O'Leary, John L. Palmer, David C. Popp, Ross Rubenstein, Larry Schroeder, David Van Slyke, Peter J. Wilcoxon, Douglas A. Wolf, John M. Yinger

Public administration can be viewed as government in action. In today's society, with increasingly complex problems to be solved, there is great need for imaginative and sensitive leadership, and highly skilled public managers and policy analysts. The public administration department educates such persons for careers in the public service.

Inaugurated in 1924, under the leadership of Dean William E. Mosher, Maxwell's public administration program is the oldest graduate program of its kind in the United States. Since its founding, the program has exercised major influence in the growth and development of the field of public administration and policy. The school's first dean was instrumental in the founding of the American Society for Public Administration (ASPA), serving as its first president, and the Public Administration Review was founded at Maxwell in 1937.

The program's curriculum assures that students understand the political, economic, and social context of public administration, achieve substantial competency in organization design and analysis and in management and administrative techniques, and gain experience in applying qualitative and quantitative methods to public policy issues.

More than 8,000 alumni of the department are employed in federal, state, and local governments, non-profit agencies, community and economic development organizations, foundations, private firms, and international organizations and NGOs worldwide. They are leaders across all these sectors, working on public policy and management issues, both domestic and international in focus. Graduates of the Ph.D. program are well represented on the

faculties of most other leading schools that offer graduate education in public administration and policy.

M.P.A. Program

The Maxwell School's M.P.A. program emphasizes general training of people to assume high responsibilities in public service. By offering a variety of fields for students who want to gain a substantive focus while obtaining generalist training in public administration and policy, the program responds to the needs of today's public managers and policy analysts. Students have access to most of the University's graduate courses and also to those of the State University of New York College of Environmental Science and Forestry. Working with advisors a student has ample opportunity to tailor an appropriate program of study.

The program involves a residency of 12 to 18 months. All students begin the program in early July, and those who carry full course loads throughout their residency will complete the program the following June.

The degree requires 40 credits of coursework, 34 of which must be in public administration courses. Twenty-five of these credits satisfy core area requirements. Core requirements include three or more credits in each of several areas, including economics, quantitative analysis, organization and management theory, public budgeting, and political context. Additional work in approved programs-of-study and related electives satisfies the remaining 15 credits. Courses may be selected from those of the public administration department, other departments in the Maxwell School, or elsewhere in the University.

Degree requirements are flexible enough so that a student is able to design a program in an area such as state and local government financial management, public and non-profit management, technology and information policy, international and development administration, environmental policy and administration, international and national security policy, or social policy (health, aging, education, social welfare) and still complete the core courses required of all M.P.A. students.

M.P.A. candidates with limited public service experience are encouraged to take an internship during their residency, for which they can receive up to three credits toward the degree requirements. Students may petition to have a maximum of six credits of relevant graduate work earned elsewhere counted toward degree requirements. Students are expected to complete at least 34 credits while in residence at the University.

Joint And Concurrent Degree Programs

A joint program with the College of Law allows students who have been admitted into each program to earn the M.P.A. and J.D. degrees in a three-year period. An approved 58-credit joint degree program with International Relations is also available to students and may be completed in a two-year period. Students may arrange similar concurrent degree programs with the M.P.A. program and other departments and colleges of the University, such as environmental science and forestry, economics, geography, social work or management.

Ph.D. Program

The Ph.D. program is designed for full-time residential students who are interested in research and teaching. Most graduates become members of university faculties.

Ph.D. students complete 72 graduate course credits plus 9 dissertation credits. Requirements for admission include an M.P.A. or related master's degree. Up to 36 credits earned in previous graduate study may be used to satisfy the program's 72 course-credit requirement. All students complete at least 3 credits in the intellectual history of public administration, 3 credits in public organization theory, 9 credits in research methods, and 12 credits in two fields of specialization (6 in each).

Fields of specialization currently offered are: public finance, budgeting and financial administration; organization theory and public management; technology and information policy; nonprofit studies; development policy and administration; environmental and natural resource policy; and social policy. Students have the option of substituting a field of their own design for one of the two required fields of specialization, subject to faculty approval. All Ph.D. students also serve research apprenticeships during their first two years of residence.

Upon completion of required coursework and the research apprenticeship, comprehensive examinations are taken, followed by preparation of a dissertation that must be defended in an oral examination.

Public Diplomacy (M.S. & M.A.)

Public Diplomacy

Contact Dennis F. Kinsey, Director
452 Newhouse 3, 315-443-1944
<http://publicdiplomacy.syr.edu/>

Faculty See faculty listing under International Relations in the Maxwell School and under Public Relations in the Newhouse School.

The Maxwell School of Citizenship and Public Affairs and the S.I. Newhouse School of Public Communications offer a multidisciplinary graduate program leading to the master of arts (M.A.) degree in international relations **and** the master of science (M.S.) degree in public relations. This dual-degree program is offered jointly by the Maxwell School's program in international relations and the Newhouse School's Department of Public Relations. It is designed to train professionals to assume public communications responsibilities for governments, non-governmental organizations, and the private sector.

Successful completion requires 58 credits of coursework. The program begins in early July with a summer-long gateway seminar, introducing students to the fields of public diplomacy, public communications, and their cross-disciplinary synthesis. During the fall and spring semesters, students take courses at the Maxwell and Newhouse schools. The following summer, students complete an off-campus experience at one of the following locations: Washington, D.C.; Geneva, Switzerland; Vienna, Austria; or Strasbourg, France. Students resume coursework in the second fall semester and finish the program that spring in Washington, D.C., where they complete a required internship and attend two special seminars addressing issues in public diplomacy and public communication at Syracuse University's Paul Greenberg House.

Required Courses At The S.I. Newhouse School Of Public Communications

Communications
COM 698 Media Law

Graphic Design
GRA 617 Visual Communications Theory and Practice

Newspaper and Online Journalism
NEW 605 News Writing and Reporting

Public Relations
PRL 602 Introduction to Public Diplomacy and Communications
PRL 605 Organizational Public Relations
PRL 604 Public Relations Writing
PRL 611 Public Relations Research
PRL 615 Public Relations Campaigns
PRL 725 Public Relations Management
PRL 735 Public Relations Practicum

Required Courses At The Maxwell School Of Citizenship And Public Affairs

Economics
ECN 601 Survey Microeconomic Theory

International Relations Program
IRP 645 History of International Relations
IRP 704 Quantitative Skills in International Relations
IRP 705 Strategic Planning, Implementation and Evaluation in International Affairs
IRP 707 Culture in World Affairs
IRP 708 Issues for 21st Century Public Diplomacy
IRP 709 Public Communication in the Digital Era: Bridging Public Affairs and Institution Building
IRP 706 International Relations Capstone Seminar (1 credit)
IRP Internship (6 credits)

TOTAL: 58 credits

Program Overview

Public Health

Contact: Thomas H. Dennison, Ph.D., Associate Director
426 Eggers Hall; 315-443-9060; thdennis@maxwell.syr.edu

www.upstate.edu/cnymph

The Master of Public Health (M.P.H) degree is a collaborative program, sponsored jointly by SUNY Upstate Medical University (UMU) and Syracuse University (SU). Participating colleges at Syracuse University include the Maxwell School of Citizenship and Public Affairs, the College of Human Ecology, L.C. Smith College of Engineering and Computer Science, and the College of Law.

The program is designed to prepare students in the basic knowledge areas in public health through a core curriculum of required courses; extend that knowledge through elective coursework and through practical skills honed in field experiences; and demonstrate an integration of that knowledge through a culminating experience. The basic knowledge areas include: biostatistics, epidemiology, environmental health, health policy and management and social and behavioral sciences. A minimum of 42 credits is required for the degree, consistent with the accreditation criteria for public health programs promulgated by the Council on Education for Public Health.

The M.P.H. student body consists of individuals with a variety of backgrounds and preparations, including students directly out of undergraduate school with a relevant baccalaureate degree as well as professionals with graduate degrees and significant work experience in public health administration or clinical care. Students will be prepared for career opportunities in public health administration, leadership roles in private agencies involved in public health delivery and advocacy, research, and clinical care broadened by an understanding of the health care delivery system and grounded in public health practice.

Admission

Students interested in the M.P.H. must complete an application online at:

http://www.upstate.edu/cnymph/academic/mph_degree/how_to_apply.php

Certificate Overview

Public Management and Policy

The 12-credit CAS in Public Management and Policy provides preparation for students to better understand the non-technical elements of their professional environments. Enrollment is limited to students enrolled in graduate programs within the LC Smith College of Engineering and Computer Sciences, the i-School and within the College of Arts and Sciences' graduate programs in Biology, Chemistry, Earth Sciences and Physics. This certificate helps to bridge the gap between their technical skills and the public sector governments and governing systems in which they will work. Understanding the way political systems deal with decision process and how accountability to political authority effect the organization process can enhance how students function and allow them to more rapidly raise with these organizational settings. For more information contact: the Department of Public Administration, 215 Eggers Hall, 315-443-4000, comolino@maxwell.syr.edu.

School District Business Leadership (Professional Certification) C.A.S.

Contact Joseph Shedd, 150 Huntington Hall, 315 443-2685, jbshedd@syr.edu or William Duncombe, 215 Eggers Hall, 315 443-4388, duncombe@syr.edu

School District Business Leadership

The School District Business Leadership (SDBL) Program provides a comprehensive program in school business management provided jointly by the School of Education's Department of Teaching and Leadership and the Maxwell School of Public Affairs' Department of Public Administration. The program leads to New York State certification as a School District Business Leader.

School district business leaders are typically the chief financial officer of school districts and often manage a broad range of non-instructional functions, such as budgeting, accounting, facilities management, information technology, procurement, human resource (personnel) management, labor negotiations, food service and transportation. Besides meeting the requirements for SDBL certification in New York State, the program provides coursework and field experiences that prepare candidates to fulfill all professional functions of school business management specified by the Association of School Business Officials (ASBO). Besides an introductory course in Issues and Practices in School District Leadership, the program includes coursework in six areas of study:

- 1) financial management and management of ancillary services;
- 2) education leadership and management;
- 3) education law;
- 4) human resource management;
- 5) microeconomics; and
- 6) program evaluation.

A required practicum experience (a 600-hour clinical internship, typically spread over spring, summer and early fall semesters) completes the course structure of the program.

To receive certification as a school district business leader a student must have 60 graduate credits and a Master's degree. The SDBL program itself consists of courses (including the internship) accounting for 37 graduate credits. The number of courses that any particular student is required to take varies depending on her/his previous graduate experience. Candidates who have either completed or are concurrently pursuing a Certificate of Advanced Study in Educational Leadership or a Master of Public Administration are likely to have already completed some courses required under the SDBL program. Each student will take at least thirteen (13) graduate credits that are not included in some other program. Certification and (under most circumstances) program completion also require that the candidate pass a New York State-administered examination in School District Business Leadership.

Certificate Overview

Security Studies

Director Bill Banks, 402 MacNaughton Hall, College of Law, 315-443-2284.

This program provides graduate students an initial grounding in the field of security studies and analytical tools desired by many defense and defense-related agencies in the United States and abroad, as well as intergovernmental organizations. Students are required to take at least 12 credits in four courses—6 credits chosen from five designated base courses. Remaining credits are selected from approved course offerings within Maxwell and supporting departments and schools of the University.

Program Overview

Social Science

Chair Vernon Greene, 413 Maxwell Hall, 315-443-2275.

The Maxwell School's Social Science Ph.D. Program was established in 1946 as the nation's first interdisciplinary doctoral program in the social sciences. It continues to be a leading center for creative scholarship for students whose intellectual interests do not easily fit within the confines of a single discipline. With guidance from their faculty advisers, drawn from departments throughout the Maxwell School, Social Science doctoral students develop their own programs of interdisciplinary study. The Social Science Ph.D. Program was founded in the conviction that a broad interdisciplinary education would often better prepare higher education faculty in the social and policy sciences than would narrower, more specialized training in one of the traditional disciplines. The founders of the program believed that many questions about the nature of society rested not just in one discipline, but required the integrated contributions of political science, geography, sociology, anthropology, history, international relations, economics, and public administration. This conviction is today being even further reinforced by the growing complexity and interdependence of societies in the modern world. A large majority of graduates take up professorial careers and colleges and universities, though some enter professional and leadership positions in the nonprofit and public sectors. More information about the program can be found at www.maxwell.syr.edu/soesci/.

Degree Requirements

Coursework requirements for the Ph.D. in Social Science are met by completing 72 credit hours of approved graduate work. Students normally enter the program with an accredited masters degree, from which up to 30 credit hours can be applied towards the Ph.D., leaving 42 credit hours to be earned in residence. Up to 12 of these credit hours may be for dissertation credit.

All students must complete four approved seminars in Social Theory and four in Social Research Methods, which may be taken in any of the social science departments or disciplines. For this purpose, a Theory seminar is one whose primary topic is social theory as such, and a Methods seminar is one whose primary topic is research methods as such. As a practical matter, any seminar that is part of the required doctoral theory core for the offering department will nearly always also qualify towards satisfying the Social Science theory requirement, and similarly for research methods seminars. Once coursework is completed, students defend their dissertation proposal and take their comprehensive examinations – after success in these, they are advanced to candidacy

and begin or continue their dissertation project. The Ph.D. is granted after a successful defense of the dissertation.

Department Overview

Chair Andrew London, 302 Maxwell Hall, 315-443-2346.

Graduate Director Prema Kurien, 302 Maxwell Hall, 315-443-2347

Associated Faculty Sari Biklen, Peter Blanck, Linda Carty, Richard Loder, Chandra Talpade Mohanty, David A. Sonnenfeld, Steven Taylor

Global and inclusive in perspective, the sociology curriculum has been designed to reflect on-going changes in society and the discipline. The graduate program offers training in sociological issues, theory, and practice and provides opportunities for joint degrees or collaborative study with many multidisciplinary research centers at the Maxwell School. Students may also focus on specific geographical areas, including the United States, Asia, Africa, and South and Central America.

A core theory course incorporates classical foundations of sociology, as well as more contemporary sociological theory. The department's strength lies in its teaching and research in three major areas: (1) qualitative and feminist methods, particularly ethnography, life history, historical analysis, and participant observation; (2) inequality studies, emphasizing social inequalities related to gender, race and ethnicity, class, age, sexuality, and disability, and exploring such diverse institutions as the family, workplace, state, economy, healthcare systems, criminal justice, and technological innovations; (3) aging, health, and social policy including gerontology, family studies, demography, economics, public policy analysis, and quantitative or qualitative methods. After doctoral students complete the core courses, they pursue advanced study in theory and method, developing substantive areas of specialization. This portion of the program is highly individualized and includes some combination of advanced seminars, directed studies or apprenticeships, and participation in Maxwell School programs and research centers.

Although sociology offers M.A. and Ph.D. degrees, the program is structured primarily toward students who are pursuing a doctoral degree. The M.A. requires 30 credits, including theory, methods, and statistics; two advanced seminars; and four graduate courses selected by the student. A master's thesis option may be substituted for six hours of graduate credit.

The sociology department typically admits five to seven new graduate students each year. This small class size allows students to develop a close relationship with faculty members and extensive involvement in department activities. Graduate students serve on departmental committees. All graduate students are encouraged to work closely with faculty advisors to develop their own courses of study by taking advantage of other social science disciplines and centers within the Maxwell School.

Students are encouraged to develop and present their research at professional meetings and to publish in journals of the discipline. Joint publication with faculty members is also encouraged, as is participation at the Maxwell School's multidisciplinary research centers.

In addition to scholarly and research activity, the sociology department stresses teacher training. It is an active participant in the University's Future Professoriate Project, which helps students develop their teaching skills in a heavily mentored and supportive environment. Most graduates obtain academic positions in teaching and research colleges and universities.

M.A. Overview

The department normally accepts only those students wishing to pursue the Ph.D., although provision is made for awarding the M.A. degree. All incoming students must complete a core curriculum of four courses during the first three semesters. Students entering with a master's degree from another institution may waive specific core courses by petitioning the graduate committee. The master's degree is awarded upon passing of the core courses, and completion of 30 graduate credits. Students may write a master's thesis and receive six thesis credits.

Ph.D. Overview

Students are admitted to the Ph.D. program upon successful completion of the master's degree requirements and recommendation of the faculty. Coursework is flexible and individualized. A total of 72 credits beyond the bachelor's degree is required, completed through coursework, individual tutorials, or apprenticeships with faculty members.

Students are encouraged but not required to gain teaching and research experience. They may do this through a teaching assistantship, participating in one of the several multidisciplinary research centers of the Maxwell School, or undertaking joint projects with faculty members.

Students normally take the Ph.D. comprehensive examinations after the third year, or after two years if they entered with an M.A. degree. The examination covers theory, methods, and substantive areas in the broad context of sociology and in the student's dissertation interest(s). Students must also pass a tool requirement by taking two courses in research methods beyond the required courses. Examples of areas that would satisfy the tool requirement are advanced statistics, advanced qualitative techniques, or historical methods.

Finally, students must conceive, execute, present, and defend a doctoral dissertation.

Certificate Overview

South Asian Studies

This certificate program is based in Maxwell's Moynihan Institute of Global Affairs. Graduate students who have completed 15 credits in courses dealing with South Asia are eligible to apply.

Courses

Anthropology

ANT 500 **Selected Topics 1-3 SI**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ANT 523 **Culture Change in Latin America 3 Y**

Crosslisted with: LAS 523

Effects of urbanization, industrialization, population increases, international politics, and modernization upon primitive and peasant populations of Latin America.

ANT 553 **Women and Social Change 3 E**

Crosslisted with: WGS 553

Function of changes in women's roles in sociocultural urbanization, revolution, and modernization. Women in Third World countries compared to women in industrialized countries.

ANT 571 **Topics in Sociolinguistics 3 SI**

Crosslisted with: LIN 571, SOC 571

Functions of language in society. Geographical, socioeconomic, and male-female differentiation. Functions of various types of speech events. Requirements include a research project. R1, 6 credits maximum

ANT 574 **Anthropology and Physical Design 3 E**

Interrelationship of social and spatial organization in traditional and modern societies. Nonverbal communication: use of space, territoriality, and impact of physical design on human behavior.

ANT 600 **Selected Topics 1-3 SI**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ANT 611 **History of Anthropological Theory 3 Y**

Main theoretical approaches to the study of the origin and development of society and culture: cultural evolutionists, functionalists, diffusionists, structuralists, and historicists.

ANT 612 **Ethnology 3 SI**

Human societies in their many component parts: kinship, politics, social organization, religion, values, etc. Theoretical models most applicable to these differing topics. PREREQ: ANT 611.

ANT 614 **Cities, Spaces and Power 3 O**

Double Numbered with: ANT 414

Processes of urbanization, migration, adjustments of peasants in cities, ethnic and cultural variation in urban areas. Cultural differences in industrial development. Uses of applied anthropology in urban situations. Sometimes offered abroad.

ANT 617 **Economic Anthropology 3 IR**

Contribution of anthropology to economic theory and the relevance of orthodox economics to cross-cultural and evolutionary studies of society. PREREQ: ANT 111.

ANT 620 **Readings, Research and Ethnography 3 S**

Individual or group readings and research on topics in ethnography. Student or group works with a faculty member and submits reports as individually arranged.

PREREQ: ANT 111. R

ANT 624 **Negotiation: Theory and Practice 3 SS**

Double Numbered with: ANT 424

Negotiation skills for resolving differences effectively and achieving mutually satisfying outcomes. Position based versus interest based negotiation. Advanced techniques of communication such as chunking, reframing, anchoring, metaphor and rapport to obtain negotiation outcomes of excellence. Additional work required of graduate students.

ANT 625 **Problems in Anthropology of South Asia 3 IR**

One topic of theoretical concern to anthropologists dealing with South Asia, e.g., caste, kinship, village Hinduism, economics, urbanization, rural/urban networks.

ANT 627 **Brazil: Anthropological Perspectives 3 IR**

Double Numbered with: ANT 427

History and culture of Brazil; indigenous populations; Afro-Brazilians; race and ethnic relations; development; kinship; gender; religion; urbanization; politics; nationalism; globalization. Additional work required of graduate students.

ANT 628 **Muslim Rituals, Practices, and Performances 3 IR**

Crosslisted with: REL 628

Historical, cultural, and sociological analysis of pan-Islamic festivals and rituals. Local, culturally-specific, unofficial practices in Islam.

ANT 629 **Transformation of Eastern Europe 3 IR**

Double Numbered with: ANT 428

Change and continuity after the demise of communism as experienced by ordinary citizens. Transformations in agriculture, industry, social, and political institutions; the rise of ethnic nationalism; and ethnic conflict. Additional work required of graduate students.

ANT 631 **Method and Theory in Biological Anthropology 3 Y**

Mechanisms of human adaptation to environmental stress; emphasizing human variation. Cultural and biological modes of adaptation. Paradigmatic and methodological issues, with special emphasis on biocultural and contemporary approaches.

ANT 633 **Advanced Human Osteology 3 IR**

Forensic uses of human osteology. Skeletal differentiation of living and fossil human populations from mammals. Overview of statistics. Procedures for estimating height, age, sex, and race.

ANT 634 **Anthropology of Death 3 E**

Double Numbered with: ANT 434

Death in anthropological perspective. Survey of the many ways death has entered into the work of archaeologists, biological anthropologists, ethnographers and social theorists.

ANT 636 **Forensic Anthropology 3 E**

Double Numbered with: ANT 436

Surveys the application of skeletal biology and archaeology to the medico-legal field. Techniques of analysis, interpretation, and evaluation will be emphasized, and domestic and international case studies will be used to illustrate application.

ANT 640 **Topics in African Archaeology 3 SI**

Double Numbered with: ANT 440

Topics might include West African Archaeology, Iron Age and Stone Age Africa, the Nile Valley, and East and Southern Africa. Additional work required of graduate students. PREREQ: ANT 141, ANT/HST 145. R

ANT 641 **Anthropological Archaeology 3 Y**

Methodology and theory in prehistoric archaeology. Development of archaeological theory, design and execution of research. Application of archaeology to solving problems in culture change and development.

ANT 642 **Methods in Archaeology 3 O**

Double Numbered with: ANT 442

Formulation and conduct of archaeological research with a focus on field and laboratory methods used to obtain and analyze data. Survey techniques, excavation strategies, archaeological classification, and data base management. Additional work required of graduate students. PREREQ: ANT 141 OR 145.

ANT 643 **Advanced Field Methods in Archaeology 6 SS**

Supervised training in excavating, organizing, coordinating, and directing research on a prehistoric archaeological site. R

ANT 644 **Laboratory Analysis in Archaeology 3 E**

Double Numbered with: ANT 444

Introduction to archaeological materials analysis, artifact-classification systems, processing of data, materials analyses (ceramic, lithic, etc.). Conservation and curation of collections. Extra work required of graduate students. PREREQ: ANT 141, ANT/HIS 145.

ANT 645 **Public Policy and Archaeology 3 IR**

Crosslisted with: NAT 645; Double Numbered with: ANT 445

Proactive critique of public policy and implementation efforts to preserve and protect archaeological and historical sites and resources. Additional work required of graduate students.

ANT 646 Caribbean Archaeology 3 IR
Double Numbered with: ANT 446
Caribbean archaeology from the region's early prehistory through the historic period. Cultural diversity, indigenous societies, Hispanic and colonial impacts, and the African Diaspora.
PREREQ: ANT 141 OR 145.

ANT 647 Archaeology of North America 3 IR
Crosslisted with: NAT 647; Double Numbered with: ANT 447
Introduction to the regional prehistory of North America north of Mexico, from the late Pleistocene until European contact. Adaptation of prehistoric human populations to their ecosystems. Additional work required of graduate students.
PREREQ: ANT 141, 145.

ANT 648 History of Archaeology 3 IR
Double Numbered with: ANT 348
Tracing the discipline's origins with the Renaissance dilettante. Brief survey of scientific and quantitative methods.

ANT 651 Classics in the Sociology of Religion and Morals 3 IR
Crosslisted with: REL 651, SOC 651
Classical sociological writings of Emile Durkheim and Max Weber and their contemporary significance.

ANT 652 Anthropology and Public Policy 3 IR
Double Numbered with: ANT 452
Cultural aspects of the development and implementation of public policy. Emphasizing decision making methodologies and ethnographic studies of the consequences of implemented policies. Additional work required of graduate students.

ANT 655 Culture and AIDS 3 IR
Crosslisted with: WGS 655; Double Numbered with: ANT 455
Relationship between AIDS and cultures in which it spreads. Cultural practices and sexuality and social effects of widespread AIDS, including healthcare in Asia, Africa, Latin America, and USA. Additional work required of graduate students.

ANT 656 Representations of Indigenous Peoples in Popular Culture 3 IR
Crosslisted with: NAT 656; Double Numbered with: ANT 456
Contested images used by colonizers and other non-indigenous people to represent Native Americans and other indigenous peoples. How indigenous people represent themselves in a variety of media. Additional work required of graduate students.

ANT 657 Race in Latin America and the Caribbean 3 IR
Theoretical approaches to race; history of racial ideologies; how racial ideologies influence self-concepts and life chances; interactions of racial ideologies with expressive culture and religion; antiracism movements; state efforts to dismantle racial inequality; race and transnational migration.

ANT 659 Contemporary Native North American Issues 3 IR
Crosslisted with: NAT 659; Double Numbered with: ANT 459
Contemporary issues including federal Indian policy, population controls, fishing rights, religious freedom, land disputes, gaming, repatriation, environmental colonialism, and Native American artistic response. Additional work required of graduate students.

ANT 661 Museums and Native Americans 3 IR
Crosslisted with: NAT 661; Double Numbered with: ANT 461
The contested relationships among Native North Americans and museums from earliest contact until the present. Topics include: "salvage" ethnography, collecting practices, exhibition, and recent shifts in power. Additional work required of graduate students.

ANT 662 Culture and Reproductive Health and Medicine 3 IR
Crosslisted with: HTW 662; Double Numbered with: ANT 462
Cultural anthropological approaches to cross-cultural variations in reproductive practices (pregnancy, childbirth, infertility, etc.) Impact of globalization, biomedicalization, international development on reproduction and reproductive health. Medical anthropology and gender studies.

ANT 663 Global Health 3 IR
Crosslisted with: HTW 663; Double Numbered with: ANT 463
Global health in anthropological perspective. Examines how culture affects people's experience and response to morbidity and mortality. Considers topics like gender and health, reproductive health, infectious disease, health and inequality and health and war.

ANT 665 Medical Anthropology 3 IR
Double Numbered with: ANT 465
Critical aspects of health care delivery in the United States. Curing in primitive societies. Problems of introducing Western medicine to other cultures. Additional work required of graduate students.

ANT 666 Culture and Sexual Behavior 3 IR
Double Numbered with: ANT 466
Cross-cultural patterns of dating and courtship, sexuality, marriage, fertility, and divorce from biosocial and medical perspectives. Additional work required of graduate students.

ANT 667 Culture and Mental Disorders 3 IR
Double Numbered with: ANT 467
Theories portraying mental disorders as social roles Goffman, Szasz, Laing. Synthesis of social role and biogenetic theories performed and applied cross-culturally. Additional work required of graduate students.

ANT 668 Middle East in Anthropological Perspective 3 IR
Crosslisted with: IRP 668, MES 668; Double Numbered with: ANT 468
Anthropology of the social, cultural, geographical, and political realities of the Middle East. Additional work required of graduate students.

ANT 670 Experience Credit 1-6 S
Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

ANT 672 Language, Culture, and Society 3 Y
Crosslisted with: LIN 672, WGS 672; Double Numbered with: ANT 472
Cross-cultural survey of the role of language in culture and society, including cognition and language usage along the dimensions of class, gender, race, ethnicity, and social status.

ANT 674 Culture and Folklore 3 IR
Crosslisted with: WGS 674; Double Numbered with: ANT 474
Ways in which folklore (oral and material traditions, including personal narratives), reflects key cultural ideas such as gender, ethnicity, and history. Analytical methods for examining folk traditions. Additional work required of graduate students.
PREREQ: ANT 376.

ANT 675 Culture and Disputing 3 IR
Double Numbered with: ANT 475
Explores modalities of disputing, dispute resolution, and conflict management in cross-cultural perspective. Decision making in meetings and organizations, negotiation, mediation, intercultural negotiation, and third party interventions. Ethnographic materials are drawn from many cultures. Additional work required of graduate students.
PREREQ: ANT 677/477.

ANT 677 Culture and Conflict 3 IR
Double Numbered with: ANT 477
An overview of conflict in cross-cultural perspective. Covers a variety of approaches to using cultural analysis in the study of conflict and reviews case studies of specific conflicts. Additional work required of graduate students.

ANT 678 Language & Gender 3 IR
Crosslisted with: WGS 678; Double Numbered with: ANT 478
The role of language in the construction of gender/sex, using works of linguistic anthropologists, sociolinguists, and feminists. Children's learning of gendered language; the intersection of gender, class, and language; gender and political economy.

ANT 679 Anthropology of Global Transformations 3 IR

Double Numbered with: ANT 479

Impact of global processes, including industrialization, capitalist expansion, transnational migration, environmental change, and international tourism on the daily lives of men and women in Third World contexts. Additional work required of graduate students.

ANT 682 Life Histories/Narratives 3 IR

Double Numbered with: ANT 482

Evaluation of personal narratives (fieldwork memoirs, reflexive writings), oral histories and testimonials of respondents, a means of personalizing ethnographic discourse, giving more direct voice to respondents, and increasing multivocality. Issues of reflexivity, subjectivity, authority. Additional work required of graduate students.

ANT 683 Social Movement Theory 3 IR

Double Numbered with: ANT 483

Theoretical approaches to analysis of social movements including Marxist and other Utopian traditions of social analysis, rational choice and resource mobilization models, new social movement theory, and Gramscian analysis of power and resistance. Additional work required of graduate students.

ANT 684 Social Movement Research Methods 3 IR

Double Numbered with: ANT 484

A range of research methodologies relevant to the study of social movements. Stimulates critical thinking about these methodologies' ethical implications. Students develop proposals for projects carried out the following semester.

ANT 685 Social Movement Internship 3 IR

Double Numbered with: ANT 485

A hands-on experience of the everyday challenges of social movement organizations, and to involve students in a project useful both to the organization and to the development of improved theory about social movements. Additional work required of graduate students. PREREQ: ANT 683/483, ANT 684/484.

ANT 689 Memory, Culture, Religion 3 IR

Crosslisted with: REL 689

Collective memory and constructions of the past as cultural phenomena; the roles religious identities, values, and institutions play as individuals, communities, and nations recollect particular moments, eras, crises, and localities.

ANT 690 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

ANT 691 Critical Issues in the Study of Native Americans 3 IR

Crosslisted with: REL 642

Methodological issues related to studies of indigenous traditions and develops interpretive strategies for using literature about Native American religions.

ANT 694 Underground Railroad 3 SI

Crosslisted with: AAS 634, HST 634; Double Numbered with: ANT 494

Myth and history of the Underground in the context of African American freedom efforts. Emphasis on events, personalities, and sites in upstate New York. Student field research and exploration of archival and Internet resources. Additional work required of graduate students.

ANT 699 Writing Religions and Cultures: Ethnographic Practice 3 IR

Crosslisted with: REL 699

A range of aims and strategies for writing ethnographies of religion in the multiple contexts of culture, history, and politics.

ANT 700 Selected Topics 1-3 SI

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ANT 701 Seminar on Multilateral Peacekeeping 3 IR

Crosslisted with: IRP 701

One-week intensive course in New York City between fall and spring semesters with follow-up sessions in Syracuse. Combination of peacekeeping theory, analysis, and practice of operations. Speakers from United Nations, nongovernmental organizations, and U.S. government.

ANT 707 Culture in World Affairs 3 Y

Crosslisted with: IRP 707, MES 707

A systematic survey of the ways in which local, organizational, and transnational issues in world affairs are affected by culture.

ANT 711 Current Anthropological Theory 3 Y

Theoretical issues of the past two decades. Includes feminism and anthropology. Reflexive and interpretive ethnography. Sociobiology versus culturology. Marxist anthropology. PREREQ: ANT 611.

ANT 713 Proposal Writing 3 SS

Crosslisted with: CAS 713

A two-week workshop during which graduate students draft a proposal for dissertation or other research; includes extensive evaluation of ongoing drafts.

ANT 741 Archaeological Theory 3 Y

In-depth examination of contemporary theory in archaeology and application to archaeological research. While focusing on processual approach, the course will examine critical, post-processual, structural, and symbolic archaeology. PREREQ: ANT 641.

ANT 756 Development Anthropology 3 IR

Provides students of public administration with an overview of the use of sociocultural analysis in international development policy, planning, project implementation, impact analysis, monitoring, and evaluation. Political and ethical issues regarding development professionalism.

ANT 764 Gender and Globalization 3 IR

Crosslisted with: GEO 764, WGS 764

The impact of the increasing hypermobility of capital and culture flows across borders on gender relations.

ANT 781 Ethnographic Methods 3 IR

Cultural anthropological research techniques. Participant observation, various types of interviewing, psychological testing devices, use of photographic and tape recording equipment, methods of recording field data, problems of developing rapport.

ANT 800 Selected Topics 1-3 SI

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ANT 970 Experience Credit 1-6 S

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

ANT 990 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

ANT 997 Masters Thesis 1-6 S

R

ANT 999 Dissertation 1-15 S

R

Economics

ECN 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ECN 505 Mathematical Economics 3 Y

Introduction to use of basic mathematical techniques in economic analysis. PREREQ: MAT 284 OR 286 OR 296, ECN 301 OR 311.

ECN 510 Special Topics in Economics 3 IR

Various special topics of economics issues offered as available. PREREQ: ECN 301, 311, OR 601. R5, 18 credits maximum

ECN 521 Economic Statistics 3 S

Statistical methods applied to economics. Conventional descriptive statistics, conceptual and measurement problems peculiar to economics. Analytical statistics, including time-series analysis, elementary theory of probability and statistical inference, correlation and regression analysis. Nonparametric methods. This course is not suitable for students who have taken six credits of statistics to fulfill their quantitative skills requirement. Quantitative skill requirements of liberal arts core is recommended.

ECN 522 Econometric Methods 3 Y

Statistical procedures. Problems of estimating parameters in regression models of economic behavior.

PREREQ: ECN 521, ECN 301 OR 311.

ECN 525 Economics and Gender 3 Y

Crosslisted with: WGS 525

Offered only in Strasbourg. European economy, with central focus on economic principles underlying decisions to create and extend scope of European Community and on economic policies EU has followed since creation.

ECN 566 International Macroeconomics and Finance 3 Y

Monetary, fiscal, and regulatory consequences of mushrooming international financial markets including equities, bonds and other securities, commodity and options contracts, and bank deposits and loans.

PREREQ: ECN 302.

ECN 575 Law and Market Economy 3 IR

Use of economic tools in the analysis of law and legal regulations, including use of economic incentives to analyze evolution of legal institutions and impact of these institutions on economic dynamics.

PREREQ: ECN 301 OR 311, ECN 302.

ECN 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. * R

ECN 601 Survey Microeconomic Theory 3 Y

Microeconomics. For graduates with little recent work in economics.

ECN 602 Survey Macroeconomic Theory 3 Y

Macroeconomics. For graduates with little recent work in economics.

ECN 604 Economics for Managers 3 IR

Micro- and macroeconomic theory for managerial decision making. Forecasting. Not open to students seeking advanced degrees in economics.

ECN 605 Mathematics for Economists 3 SS

Mathematical techniques required in economics. Calculus, matrix algebra, difference and differential equations, and set theory. Calculus recommended.

ECN 610 Special Topics in Economics 3 IR

Various special topics of economics issues offered as available.

PREREQ: ECN 601. R5, 18 credits maximum

ECN 611 Microeconomics I 3 Y

Consumer and firm theory. Emphasis on the development of analytic techniques and the ability to apply them to economic models.

ECN 612 Microeconomics II 3 Y

General equilibrium theory and advanced topics in economic theory.

PREREQ: ECN 611.

ECN 613 Macroeconomics I 3 Y

Aggregate economic analysis. Emphasizes macroeconomic models and main currents in contemporary macroeconomic thought.

ECN 614 Macroeconomics II 3 Y

Advanced topics and recent developments in macroeconomics. Inflation theory, monetary theory, open economies, rational expectations, and current controversies.

PREREQ: ECN 613.

ECN 615 History of Economic Thought 3 IR

Economic theories from antiquity to the 20th century.

ECN 620 Foundations of Econometrics 3 SS

Probability and statistics. Random variables, joint probability distributions, point estimation, and hypothesis testing procedures. May not be repeated for credit.

ECN 621 Econometrics I 3 Y

Mathematical formulation of economic models. Statistical problems of estimating parameters in regression analysis.

ECN 622 Econometrics II 3 Y

Estimation problems and techniques in more complex economic models.

PREREQ: ECN 621.

ECN 631 Public Finance 3 Y

Economics of expenditure and taxation decisions of U.S. federal government. Public choice, economics of transfer payments to individuals, personal and corporate income taxation, and economics of social security program. For Master's candidates.

ECN 635 State and Local Government Finance 3 Y

Crosslisted with: PPA 735
Expenditures and revenues of state and local governments. Fiscal aspects of intergovernmental relations.

PREREQ: ECN 601.

ECN 655 Economics of Health and Medical Care 3 Y

Crosslisted with: PPA 736
Economic theory, empirics and public policy concerning health and medical care in the U.S. Primary objective to analyze health care problems from an economic perspective.

Prereq (for ECN 655): ECN 601 or equivalent; (for PPA 736): PPA 723.

PREREQ: ECN 601.

ECN 661 Economics of Development 3 Y

Crosslisted with: PPA 757

Economic development in international settings. Labor and employment, population, education, health and nutrition. Why some countries have rapid economic development, and others low growth and pervasive poverty.

PREREQ: PPA 723.

ECN 662 Public Finance in Developing Areas 3 Y

Crosslisted with: PPA 758

Public finance in less-developed countries. Urban taxation and provision of public services. Considering efficiency and equity issues.

PREREQ: PPA 723.

ECN 665 International Economics 3 Y

Balance of payments, foreign exchange markets, international trade theory, tariffs, quotas adjustment mechanisms, and exchange controls.

ECN 675 Law, Economics and the State 3 IR

This course builds on ideas related to the course in Law and Market Economy which is recommended but not required as a prerequisite. In this course, we will study the relationship between the state, the individual, and the community as relates to alternative forms of social organization. The course will touch on distinctions between the public, private, and not-for-profit sectors of the economy. It will explore the role of government and public administration in a market economy. Examples of ideas that may be discussed are: privatization, school and housing voucher programs, tax exemptions for not-for-profit enterprises, public/private partnerships for urban development and sports facilities, takings law, welfare reform, workfare, managed trade, industrial policy, and health care management among others. Writing projects are required.

ECN 681 Money, Banking & Monetary Policy 3 SS

Financial instruments and structure, banking organization and regulation. Money supply determination control and policy. The Federal Reserve: structure and policy instruments. Master's or doctoral candidates only.

PREREQ: ECN 602.

ECN 720 Topics in Econometrics 3 IR

Selected topics in applied and advanced econometrics.

PREREQ: ECN 622. R3, 12 credits maximum

ECN 731 Public Expenditures 3 Y

Theory of public goods; incidence of expenditures; intergovernmental relations; expenditure determinants, benefit-cost analysis.

ECN 732 Taxation 3 Y

Tax structures at federal, state, and local levels. Incidence and effects of property, income, and commodity taxation. Analysis of tax equity.

ECN 741 Urban Economics 3 Y

Urban land-use patterns, transportation, and housing. Theoretical and quantitative framework.

ECN 745 Regional Economics 3 E

Theory and analysis of regional economics; interregional income theory and factor movements, regional growth, accounts, and policy.

ECN 751 Labor Economics I 3 Y
Theory and evidence. Static and dynamic models of labor supply and demand, human capital, wage determination, and effects of family background on labor market outcomes.

ECN 752 Labor Economics II 3 Y
Income distribution, effects of health on work and wages, discrimination, retirement decisions, and impacts of government programs and policies.
PREREQ: ECN 751.

ECN 765 Advanced International Trade 3 Y
Trade theory, derivation of models, theory of protection. Impact of technology, market structure, and taxation on pattern of trade.

ECN 776 Economics of Science and Technology 3 Y
Crosslisted with: PPA 776
Interaction of technological change and policy. Introduction to the economic analysis of knowledge as a public good. Diffusion of knowledge and the role knowledge transfer plays in the industrialized world and in the economic growth of developing nations.
PREREQ: PPA 723 OR ECN 601.

ECN 777 Economics of Environmental Policy 3 Y
Crosslisted with: PPA 777
How economic incentives may lead to environmental problems and how government policy can maintain or improve environmental quality. Methods for valuing the benefits of environmental amenities and the effects of environmental policy on economic growth.
PREREQ: PPA 723 OR ECN 601.

ECN 820 Dissertation Workshop I 3 Y
For dissertators at all stages, providing critical feedback for those who are advanced and guidance for those who are beginning. Coverage includes: establishing a topic (originality, importance, search); trade off and balance between theory and empirical research; oral and written presentation, packaging, persuasion. R

ECN 821 Dissertation Workshop II 3 Y
This course is intended to give experience in writing and presenting papers as well as evaluation of classmates' papers. Third- and fourth-year graduate economics students. R

ECN 865 Topics International Economics 3 Y
Understanding of the intuition, theory, and methods underlying current research on trade and trade policy. Overall picture of research on international trade policy.
PREREQ: ECN 765 OR 665.

ECN 997 Masters Thesis 1-6 S
R

ECN 999 Dissertation 1-15 S
R

Geography

GEO 500 Topics in Geography 1-3 Y
In-depth studies of selected topics. R

GEO 510 Research on North America 1-3 IR
Reading and special work. R

GEO 520 Research on Latin America 1-3 IR
Crosslisted with: LAS 520
Reading and special work. R

GEO 530 Research on Africa 1-3 IR
Reading and special work. R

GEO 537 Environmental Policy in a Development Context 3 S
Crosslisted with: LAS 537
Offered only in Santiago. Examines historical/intellectual/ material processes that transformed nature into natural resources to be exploited; ways global political process has guided global responses to environmental problems; Chilean environmental policy over the last 20 years.

GEO 538 Research on Europe 1-3 IR
Reading and special work. R

GEO 540 Research on Southern and Eastern Asia 1-3 IR
Reading and special work. R

GEO 550 Research on Physical Geography 1-3 IR
Reading and special work. R

GEO 555 Biogeography 3 E
Exploration of the environmental factors that influence the distribution of organisms. Emphasis is on plant distributions and dynamics, and consideration includes both natural and human factors.
PREREQ: GEO 155.

GEO 558 Development and Sustainability 3 Y
Critical analysis of international development and sustainability. Focuses on the complex political, economic, cultural, and ecological processes involved in development discourse and practice. Readings and case studies drawn from Latin America, Africa, and Asia.

GEO 560 Research: Economic Geography 1-3 IR
Reading and special work. R

GEO 561 Global Economic Geography 3 IR
Globalization, world economic processes, international development, and policy issues; emphasizing geographical perspectives.

GEO 563 The Urban Condition 3 Y
Contemporary cities. Economic growth and decline. Social polarization. Construction of the built environment. Case studies from around the world.

GEO 564 Urban Historical Geography 3 O
Cities in western civilization through classical, medieval, mercantile, and industrial eras to 1945. Historical geographic meanings of urbanism; social construction of the built environment; and relationships between power, social justice, and urban spatial form.

GEO 570 Research on Cultural Geography 1-3 IR
Reading and special work. R

GEO 572 Landscape Interpretation in Cultural Geography 3 SI
Contemporary theories and methods. Traditional, historical-materialist, postmodernism, and post-structuralist approaches to landscape. Additional work required of graduate students.

GEO 573 The Geography of Capital 3 O
In-depth reading of Marx's Capital to understand: (a) the relationship between political economy and the geographical landscape; (b) the formative role of "Capital" in contemporary geographic theory.

GEO 576 Gender, Place, and Space 3 IR
Crosslisted with: WGS 576
Contemporary debates in feminist geography on the gendered construction of space and the spatial construction of gender.

GEO 580 Research on Cartographic Techniques 1-12 IR
Reading and special work. R

GEO 583 Environmental Geographical Information Science 3 Y
Data types, collection techniques, and processing strategies in natural resource survey. Monitoring and environmental sciences. Basic concepts of GIS data structures and algorithms. Data quality issues. User requirements, management aspects, and implementation experience.
PREREQ: GEO 383.

GEO 595 Geography and the Internet 3 Y
An introduction to the structure and functions of the Internet and its impact on spatial relations from the global to the local. A detailed examination of the World Wide Web and practical training in web page design.

GEO 602 Research Design in Geography 3 Y
Approaches to research, alternative philosophies, and research designs. Research procedures, information gathering. Collection of original data. Formulation of individual research topics.

GEO 603 Development of Geographic Thought 3 E
Historical survey of development of Geography. Emphasis on 20th century: regionalism, positivism, humanism, Marxism, feminism, post-structuralism/post-colonialism

GEO 609 Readings and Special Work in Advanced Geography 1-3 S
Topics to be selected in conference with advisor for individual program of study and research.

GEO 670 Experience Credit 1-6 S
Participation in a discipline- or subject-related experience. Student must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

GEO 672 Geopolitics in Theory and Practice 3 IR

Review of geopolitical theories, their historical origins, and influence on the practice of statecraft and foreign policy; focus on contemporary U.S.-global relations, especially in the European context. Critical approach to applied geopolitical thinking.

GEO 681 Map Design 3 Y

Principles of cartographic design. Expository cartography for geographic research. Projections, symbolization, generalization, and use of electronic publishing technology.

GEO 682 Remote Sensing for Environmental Applications and Research 3 Y

Principles and environmental applications of remote sensing, emphasizing research. Uses and limitations of remotely-sensed data; typical image processing operations and analyses; laboratory exercises and individualized advanced work and term project.

GEO 683 Geographic Information Systems 3-4 Y

Double Numbered with: GEO 383
Basic concepts in spatial data handling. Algorithms and data structures for Geographic Information Systems (GIS). Demonstration of power, potential, and limitations of GIS. Graduate students register for three credits. Undergraduate students register for four credits with required laboratory work.

GEO 686 Advanced Quantitative Geographic Analysis 3 E

Descriptive and inferential statistics for use geo-referenced data, spatial autocorrelation, and geostatistics. Geographic examples. Weekly labs. Individualized advanced work and term project.

GEO 688 Geographic Information and Society 3

Double Numbered with: GEO 388
Effects of geographic information technologies on governments, communities, and individuals. Mapping as an information industry, a political process, a surveillance technology, and a communication medium. Copyright, access, hazard management, national defense, public participation, and privacy.

GEO 705 Theories of Development 3 E

Crosslisted with: SOS 705
Review of theories of development, economic growth, and social change. Comparison of explanatory power and limits of each theory. Review of prospects for synthesis and implications for empirical research in geography and other social sciences.

GEO 720 Seminar: Latin America 3 Y

Research seminar on contemporary problems in human and regional geography, emphasizing development and socio-economic issues. R

GEO 750 Seminar: Physical Geography 3 Y

Advanced work in climatology, land forms, and other aspects of physical geography. R

GEO 754 Seminar in Environmental History 3

Origins of field, key debates, research methods relating to the historical geography of humans and the environment.

GEO 755 Seminar in Political Ecology 3 IR

Conceptual origins, theoretical influences, and current debates in political-economic and cultural aspects of nature-society relations. Topics include environmental social movements, theories of nature, environmental justice, environmental conflicts, gender and environment.

GEO 757 Environmental Sediment Mechanics 3

Physical processes of sediment transport in the environment including fluid behavior, sediment properties, roughness of bed forms, resistance to flow, initiation of particle motion, bed-load transport, and relevant practical issues.

GEO 764 Gender and Globalization 3

Crosslisted with: ANT 764, WGS 764
The impact of the increasing hypermobility of capital and culture flows across borders on gender relations.

GEO 770 Seminar: Cultural Geography 3 O

critical consideration of culture in its broadest sense, with preponderant attention to the dimension of race and ethnicity. Their expression in the human geography of particular places, especially comparing the United States, U.K., and South Africa. R

GEO 773 Seminar in Economic Geography 3

Examination of contemporary debates in economic geography including the impact of the cultural and institutional turn. Also examines economic geography perspectives on globalization, labor, innovation, and restructuring. Permission of instructor.

GEO 774 Seminar: Historical Geography 3 Y

Research seminar on current historiographic issues and archival methodologies in historical geography. R

GEO 781 Seminar: Cartography 3 Y

Research seminar devoted to topics of current interest in geospatial technology, cartographic communication, and the history of cartography in the twentieth-century.

GEO 815 Seminar in Urban Geography 3 Y

Research seminar on theoretical and empirical issues in urban geography.

GEO 870 Seminar on Population Geography 3 SI

Specialized research topics dealing with the application of demographic measurements to geographic problems. R

GEO 876 Feminist Geography 3 O

Crosslisted with: WGS 876
The relationships between gender, space, and place. Topics include the gendered spaces of everyday life, identity and spatial metaphor, geographies of the body and the border, human migration, gender and the city.

GEO 970 Experience Credit 1-6 S

Participation in a discipline- or subject-related experience. Student must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. Permission, in advance, of assigned instructor, department chair, or dean. R

GEO 997 Master's Thesis 1-6 S

R

GEO 999 Doctoral Dissertation 1-15 S

R

History

HST 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 510 Studies in African American History 3 IR

Crosslisted with: AAS 510
Particular periods or aspects of African American history. R

HST 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 615 Graduate Preparation 3 S

Sections offered corresponding to the major areas of history so graduate students may prepare for more advanced graduate study. R

HST 622 Empire 3 SI

Seminar on classic texts about empire from Thucydides to The Federalist. Studied from 432 B.C. to the present.

HST 625 The European Union 3 IR

Crosslisted with: SOS 625
Interdisciplinary introduction to history, politics, and economics of the European community.

HST 634 Underground Railroad 3 SI

Crosslisted with: AAS 634, ANT 694; Double Numbered with: HST 434
Myth and history of the Underground in the context of African American freedom efforts. Emphasis on events, personalities, and sites in upstate New York. Student field research and exploration of archival and Internet resources. Additional work required of graduate students.

HST 635 European Perspectives on Contemporary War and Conflict 3 SI

Crosslisted with: IRP 635

Seminars conducted at the Syracuse University campus with a week in London to examine the evolution of armed interventions. Meetings with scholars and practitioners in London will bring European perspectives to contemporary conflicts.

HST 644 Israel and Palestine: Historical Approaches 3 IR

Crosslisted with: MES 644

A thorough historical grounding for understanding contemporary Israel and Palestine in terms of changing social, economic, cultural and political contexts.

HST 645 History of International Relations 3 IR

Crosslisted with: IRP 645

Provide professional masters-level students with a solid grounding in the history of international relations around a common theme of states and empires throughout various important time periods.

HST 682 Foundations of American Political Thought 3 Y

Crosslisted with: PSC 716, SOS 716

American political thought to about 1820. Puritans, American Revolution, establishment of the Constitution, and thought of Hamilton and Jefferson.

HST 689 Race and Law 3 IR

Race and law in American history, 1600-1960, the historical experience of African-Americans, the indigenous peoples, and Asian-Americans.

HST 690 Independent Study 1-6

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

HST 695 Historical Narratives and Interpretation 3 Y

Crosslisted with: DFH 695

Comparison and exploration of the documentary and the written word as alternative formats for presenting history. Documentaries and historical writings are examined and discussed using case studies.

HST 700 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 715 Readings and Research in American History 3 S

R

HST 725 Readings and Research in Latin American History 3 SI

Secondary readings in Latin American history. R

HST 735 Readings and Research in European History 3 S

R

HST 738 American Legal History: Modern Public Law 3 IR

A history of American constitutional law from reconstruction to c. 1960.

HST 755 Readings and Research in Eastern European History 3 SI

Secondary literature in Eastern European history.

HST 765 Readings and Research in African History 3 SI

Crosslisted with: AAS 765

HST 775 Readings and Research in South Asian History 3 S

Crosslisted with: SAS 775

Graduate seminar introducing main debates in the historiography of late medieval and modern South Asia.

HST 800 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

HST 801 Historiography 3 Y

HST 802 Modes of Analysis in History 3 IR

The colloquium will discuss a large variety of articles and monographs in European and American history.

HST 803 Theories and Philosophies of History 3 IR

History of historical thought and practice in the development of modern historical method.

HST 804 First-Year Graduate Research Seminar 3 Y

Seminar geared to particular research interests of first-year students.

HST 805 Seminar in American History 3 S

HST 806 Seminar in European History 3 Y

HST 950 Documentary Film and History Program Paper 3

Alternative to TRF 650 for Documentary Film and History students. Substantial research paper with accompanying documentary treatment.

HST 990 Independent Study 1-6

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

HST 996 Graduate Readings 3 S

To be used for field exam study. One year of coursework in the Ph.D. program is required. R1, 6 credits maximum

HST 997 Masters Thesis 1-6 S

R

HST 999 Doctoral Dissertation 1-15 S

R

International Relations

IRP 515 China in Transition 3 S

Offered only in Beijing. Seminar examines the unprecedented, multi-faceted transitional changes occurring in China since the late 1970s. Impact of reforms on China's external relations.

IRP 601 Fundamentals of Conflict Studies 3

Crosslisted with: PPA 601, SOS 601

Introduction to a broad range of areas related to the analysis and resolution of conflict, focusing on the interdisciplinary study of defining, understanding, and addressing conflict.

IRP 632 International Public and Non-Government Organization Management 3

Crosslisted with: PPA 632

How international and non-governmental organizations manage three key functions: regime creation, information mobilization, and norm enforcement. Organizations examined from management perspective in terms of functions, through specific case studies. Offered as a distance education course.

IRP 633 Evaluation of International Programs and Projects 3

Crosslisted with: PPA 633

Concepts and methods of program and project evaluation as practiced in international public and non-governmental organizations.

IRP 635 European Perspectives on Contemporary War and Conflict 3 SI

Crosslisted with: HST 635

Seminars conducted at the Syracuse University campus with a week in London to examine the evolution of armed interventions. Meetings with scholars and practitioners in London will bring European perspectives to contemporary conflicts.

IRP 641 Negotiating Resolution of International Conflict 3

International and community conflict, characteristics, negotiation, collaborative problem solving, process advice. International conflict escalation, stalemate, de-escalation, settlement, resolution, or management.

IRP 645 History of International Relations 3

Crosslisted with: HST 645

Provide professional masters-level students with a solid grounding in the history of international relations around a common theme of states and empires throughout various important time periods.

IRP 655 Global Information Technology Policy 3 Y

Crosslisted with: PPA 655, PSC 655

Policy implications of the increasingly important interaction between information technology development and the governance process.

IRP 668 Middle East in Anthropological Perspective 3 IR

Crosslisted with: ANT 668, MES 668; Double Numbered with: IRP 468
Anthropology of the social, cultural, geographical, and political realities of the Middle East. Additional work required of graduate students.

IRP 700 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

IRP 701 Seminar on Multilateral Peacekeeping 3

Crosslisted with: ANT 701
One-week intensive course in New York City between fall and spring semesters with follow-up sessions in Syracuse. Combination of peacekeeping theory, analysis, and practice of operations. Speakers from United Nations, nongovernmental organizations, and U.S. government.

IRP 702 Development in Africa: Challenges, Constraints, and Strategies 3

Current development issues, constraints on development, and strategies aimed at achieving development in Africa. Offered in Washington, D.C.

IRP 703 Current Issues in US-Latin American Relations 3 SS

Real world policy issues currently affecting Latin America and the US. The one-week seminar in Washington, DC will include presentations and panel discussions by practitioners in the field.

IRP 704 Quantitative Skills in International Relations 3

The diverse sources and methods used to collect data upon which decisions are made. Course aimed to help train IR professionals in tools needed to better develop and implement programs and policies.

IRP 705 Strategic Planning, Implementation and Evaluation in International Affairs 3

Strategic planning, project implementation and methods of evaluation useful in the field of international affairs. Overview of qualitative techniques ranging from participant observation to elite interviewing and program evaluation and analysis.

IRP 706 International Relations Capstone Seminar 1

Develop students to be effective players in the global workplace. Course ties the IR program together, marrying the academic components of student learning to the practical aspects of working in an international career.

IRP 707 Culture in World Affairs 3

Crosslisted with: ANT 707, MES 707
A systematic survey of the ways in which local, organizational, and transnational issues in world affairs are affected by culture.

IRP 708 Issues for 21st Century Public Diplomacy 3

Exploration of the state of public diplomacy: its place in U.S. statecraft, the evolving roles and relations of U.S. Government departments and agencies with regard to publics here and abroad.

IRP 709 Public Communication in the Digital Era: Bridging Public Affairs and Institution Building 3

Series of dialogues between students and nongovernmental advocacy organization leaders regarding effective communication, including current informational and advocacy processes, audience analysis, message framing, and long-term institution building through communications and exchanges.

IRP 711 Practicum in International Organizations 6 SS

Provides a practical and theoretical overview of international organizations and their role in international affairs. Seminar participants combine working in a Geneva-based international organization with a series of lectures, readings, and writing assignments. Offered in Geneva only.

IRP 712 Maxwell-Washington Summer Practicum 6

Practical and theoretical overview of policy processes in the nation's capital. Interactive sessions and site visits with a focus on how Washington works. Challenging internships in government agencies, international organizations, non-governmental organizations. Offered in Washington, D.C.

IRP 713 Governance and Global Civil Society 3 Y

Survey of perspectives and literatures on global civil society organizations and transnational NGOs. Begins the process of integrating these literatures through critical analysis.

IRP 715 Topics in Global Development 3

Crosslisted with: PPA 715
Seminars by leading practitioners in the field at Syracuse University Greenberg House in Washington, D.C. The institutions and issues involved in the development process. Professional skills needed for career opportunities. R

IRP 716 Economic Dimensions of Global Power 3 Y

Explores the ways in which growing economic interdependence shifts in the locus of global wealth; and ongoing technological change affect the ability of state and non-state actors to exert influence. First offered in Spring 2011
PREREQ: ECN 601 OR PPA 723.

IRP 721 Global Europe Seminar 3

Economic, social, and political issues on an integrated Europe. Guest speakers from local research institutes, student presentations, and discussions with scholars and practitioners on the challenges of European integration. Offered in Europe, exact location varies.

IRP 724 Global Energy, Economics and Geopolitics 3 SS

International energy issues and their interactions with development concerns, human rights, environment, geopolitics, and regional rivalries, among other topics. Held in DC with site visits and guest speakers.

IRP 788 Global Issues: Drugs, Crime and Terrorism 3 IR

Crosslisted with: PPA 788
Transnational issues of drugs, crime, and terrorism; impacts of each on United States national interests and foreign policies of the United States and other countries and the national/international organizations and laws created to deal with these issues.

Master Of Public Health

MPH 601 Principles of Epidemiology 3 Y

A focus on epidemiologic concepts and methods including design and analytic studies, such as aggregate, case series, cross-sectional; case-control, and cohort studies; application of epidemiology to public health practice; communication; and dissemination of epidemiologic findings.

MPH 602 Principles of Biostatistics 3 Y

Presents fundamental concepts in applied probability, exploratory data analysis, and statistical inference. Topics include discrete and continuous probability models; expectation and variance; inference; graphical displays; and data transformations.

MPH 603 Principles of Environmental Health 3 Y

An introduction to the principles, methods, and issues related to environmental health sciences.

MPH 604 Social and Behavioral Dimensions of Public Health 3 Y

Covers areas of public health research, theory, and practice; social determinants of population health, health promotion and behavior change, and health inequalities. Also focuses on individual-level health risks and macro-level policies and systems in which health inequalities occur.

MPH 605 Public Health Practice I 3 Y

The first of two 3-credit courses intended to provide an introduction to a series of contemporary issues in public health practice.

MPH 606 Public Health Practice II 3 Y

The second of two 3-credit courses intended to provide an introduction to a series of contemporary issues in public health practice.

MPH 607 Public Health Administration 3 Y

An introduction to major health policy and management competencies. Issues related to planning, organization, administration, management, evaluation and policy analysis of public health programs will be explored.

MPH 652 Infectious Disease Epidemiology 3 Y

Explores and covers the epidemiology of infectious diseases and covers basic epidemiologic methods, pathogenesis of selected infectious diseases, case-studies on performing outbreak investigations and developing population studies to understand spread, transmission and prevention strategies. Enrollment in Master of Public Health Degree program is required.

MPH 653 Chronic Disease Epidemiology 3 Y

Current information on chronic disease epidemiology, survey and biological methods for exposure measurement in epidemiologic studies; leading chronic diseases, measurement of disease, lifestyle, nutrition, occupation, and family history. Enrollment in Master of Public Health Degree program is required.

MPH 654 Grant Writing in Public Health 3 Y

Overview of planning, writing, and managing requests for funding in a public health context, including the drafting of a grant proposal for an agency of the student's choice. Enrollment in Master of Public Health Degree program is required.

MPH 655 Advanced Epidemiology 3 Y

Builds on principles and methods in design and conduct of epidemiologic studies. Topics include epidemiologic study designs; secondary data and evaluation of measurement and information bias; confounding and effect modification; validity and precision in research
PREREQ: MPH 601, 602.

MPH 656 Health Services/Outcomes Research 3 Y

Focuses on monitoring of health status, quality of life in populations and clinical settings, as well as survey and secondary data base methodologies
PREREQ: MPH 602.

MPH 657 Advanced Research Methods in Public Health 3 Y

Applies knowledge of public health to planning, execution, and reporting of research. Topics include: writing, research and design methods; construction of measuring instruments, experimental procedures, and laboratory setups; analysis and interpretation of data.

MPH 661 Advanced Biostatistics 3 Y

Problem-oriented probability distributions, moments estimation, parametric and nonparametric inference for one-sample and two-sample problems, analysis of frequency data, linear regression, and correlation analysis, with emphasis on use of computers.
PREREQ: MPH 602.

MPH 687 Statistical Methods for Categorical Data 3 Y

Covers statistical methods for analyzing categorical (nominal and ordinal) data which are frequently encountered in public health and biomedical research
PREREQ: MPH 602, 661.

MPH 688 Principles of GIS for Public Health Research and Practice 3 Y

Introduce the basic principles and methods of Geographic Information Systems and enable the student to apply these skills and knowledge to investigate public health problems.
PREREQ: MPH 601, 603.

MPH 700 Selected Topics 1-3 Y

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester R

Middle Eastern Studies

MES 644 Israel and Palestine: Historical Approaches 3

Crosslisted with: HST 644
A thorough historical grounding for understanding contemporary Israel and Palestine in terms of changing social, economic, cultural and political contexts.

MES 668 Middle East in Anthropological Perspective 3 IR

Crosslisted with: ANT 668, IRP 668; Double Numbered with: MES 468
Anthropology of the social, cultural, geographical, and political realities of the Middle East. Additional work required of graduate students.

MES 682 Social Theory and Middle East Politics 3 IR

Crosslisted with: PSC 682
Orientalist, Marxian, Weberian, and postmodern viewpoints about such issues as colonialism, Islamism, nationalism, secularism, authoritarianism, modernity, and patriarchy in the Middle East.

MES 707 Culture in World Affairs 3

Crosslisted with: ANT 707, IRP 707
A systematic survey of the ways in which local, organizational, and transnational issues in world affairs are affected by culture.

Native American Studies

NAT 600 Selected Topics 1-3 S

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

NAT 645 Public Policy and Archaeology 3 IR

Crosslisted with: ANT 645; Double Numbered with: NAT 445
Proactive critique of public policy and implementation efforts to preserve and protect archaeological and historical sites and resources. Additional work required of graduate students.

NAT 647 Archaeology of North America 3 IR

Crosslisted with: ANT 647; Double Numbered with: NAT 447
Introduction to the regional prehistory of North America north of Mexico, from the late Pleistocene until European contact. Adaptation of prehistoric human populations to their ecosystems. Additional work required of graduate students.
PREREQ: ANT 141, 145.

NAT 656 Representations of Indigenous Peoples in Popular Culture 3 IR

Crosslisted with: ANT 656; Double Numbered with: NAT 456
Contested images used by colonizers and other non-indigenous people to represent Native Americans and other indigenous peoples. How indigenous people represent themselves in a variety of media. Additional work required of graduate students.

NAT 659 Contemporary Native North American Issues 3 IR

Crosslisted with: ANT 659; Double Numbered with: NAT 459
Contemporary issues including federal Indian policy, population controls, fishing rights, religious freedom, land disputes, gaming, repatriation, environmental colonialism, and Native American artistic response. Additional work required of graduate students.

NAT 661 Museums and Native Americans 3 IR

Crosslisted with: ANT 661; Double Numbered with: NAT 461
The contested relationships among Native North Americans and museums from earliest contact until the present. Topics include: "salvage" ethnography, collecting practices, exhibition, and recent shifts in power. Additional work required of graduate students.

Political Science

PSC 500 Selected Topics 1-3

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PSC 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PSC 602 Public Policy Analysis: Theory and Practice 3 Y

Crosslisted with: SOS 604
Overview of policy literature, including political economy and practical politics. Formal analyses and case studies.

PSC 611 American Parties and Elections 3 IR

Political parties, interest groups, and electoral behavior in American political context.

PSC 612 Development of the American Administrative State 3 IR

Origins, development, and character of the American administrative state from 1877 to the present. Welfare state, regulatory state, and the civil state.

PSC 621 Theories of American Politics 3 IR

Basic introduction to the ways in which political scientists have conceptualized and studied American politics, primarily through an examination of influential approaches and "classic" works.

PSC 651 Theories of International Relations 3 Y

Contemporary theories of international relations. Approaches to understanding and explaining international behavior at single-nation, multiple-nation, and systematic levels.

PSC 655 Global Information Technology Policy 3 Y

Crosslisted with: IRP 655, PPA 655
Policy implications of the increasingly important interaction between information technology development and the governance process.

PSC 670 Experience Credit 1-6 S

Crosslisted with: PPA 670
Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

PSC 671 Comparative Political Analysis 3 Y

Major theoretical approaches in comparative analysis: structural functionalism, systems, Marxism, dependency theory. Comparative research techniques: use of elite studies, aggregate data, theory, cross-national surveys, political sociology, diachronic analysis, and causal modeling.

PSC 681 Comparative State, Society Relations 3 E

Crosslisted with: AAS 681
Conceptual, methodological, and theoretical tools in comparing state, society relations, and their political and socioeconomic outcomes in the Pan African world and the rest of the world.

PSC 682 Social Theory and Middle East Politics 3 Y

Crosslisted with: MES 682
Orientalist, Marxian, Weberian, and postmodern viewpoints about such issues as colonialism, Islamism, nationalism, secularism, authoritarianism, modernity, and patriarchy in the Middle East.

PSC 690 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

PSC 691 Logic of Political Inquiry 3 Y

Major debates in logic of political inquiry. Includes alternative approaches to explanation and theory, nature of political knowledge, place of values in political inquiry, and policy relevance of political science.

PSC 693 Introduction to Quantitative Political Analysis 3 Y

Basic statistics, including measures of central tendency and dispersion, hypothesis testing, indices of association, and bivariate analysis. Application of statistics to political science data.

PSC 694 Qualitative Political Analysis 3 Y

Survey of qualitative methods in political science research. Topics include elite interviewing, participant observation, content analysis, and discourse analysis. Discussions center on research practices and exemplary applications.

PSC 700 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PSC 704 Comparative Political Economy 3 Y

Political economy of economic growth, redistribution and inequality. Political institutions, origins and evolution. Cross-national variations in economic institutions.

PSC 705 Science and Public Policy 3 Y

Processes, problems, and policies arising from the reciprocal impact of science and technology on society, government, and public policy and of governmental actions upon the further development of science.

PSC 706 United States National Security: Defense and Foreign Policy 3 IR

Crosslisted with: PPA 706
Current problems in planning and administering national security policy in the United States.

PSC 707 National Planning and Capacity to Govern 3 IR

Crosslisted with: PPA 707
Current problems of long-run policy making and execution. Social and political preconditions and consequences of economic, defense, development, or social planning. Problems of intergenerational fairness, forecasting, freedom, administration, and public private sector relationships.

PSC 711 American Constitutional Development 3 IR

Key moments, periods, and themes in American constitutional development. The influence of constitutional ideas and institutions on political development and the influence of political ideas and institutions on the Constitution.

PSC 712 Public Opinion and Communication 3 IR

Comparative perspective, emphasizing United States. Opinion formation, political communication systems, impact of news media, propaganda, and methods, including opinion surveys and content analysis.

PSC 713 Congress and the Presidency 3 IR

Separate and shared powers of Congress and the Presidency. Consequences for policy making.

PSC 714 Federalism, State, and Local Politics 3 IR

Origins and significance of federalism for American politics. Role of states and localities. Sources of conflicts in state-local politics. Nature of state-local political processes. Intergovernmental relations.

PSC 715 Judicial Politics 3 IR

Judicial structure and process, emphasizing U.S. Supreme Court. Behavioral and institutional perspectives on judicial attitudes and behavior.

PSC 716 Foundations of American Political Thought 3 Y

Crosslisted with: HST 682, SOS 716
American political thought to about 1820. Puritans, American Revolution, establishment of the Constitution, and thought of Hamilton and Jefferson.

PSC 752 International Law and Organizations 3 IR

Foundations and application of international law. Institutional and political capability of international organizations. Recent theoretical and methodological development.

PSC 753 International Political Economy 3 Y

Relation between international politics and economics. Neoclassical and leftist approaches to problems of expansion, North-North relations, North-South relations, and system transformation.

PSC 754 International Conflict and Peace 3 IR

Forms of international conflict and explanations for occurrence and resolution.

PSC 755 Politics and Governance in the Information Age 3 IR

The impact of advanced computing and communications technologies on the structure, organization, and behaviors of contemporary systems of public governance.

PSC 756 Politics of the European Union 3 Y

History, institutions, policies, and political dynamics of the European Union and its relations with the rest of the world.

PSC 757 Non-State Actors in World Affairs 3 IR

Analysis and assessment of the causes of transnational non-state activism, the means and goals chosen by activists, and the effects of non-state actors in international and domestic affairs.

PSC 760 Foreign Policy Seminars 3 Y

Selected aspects of foreign policy, such as American foreign policy, Soviet foreign policy, and foreign policy analysis. R

PSC 769 Comparative Parties and Politics 3 IR

Political parties, interest groups, the electorate, and legislative behavior in a comparative political context.

PSC 779 Political and Social Change 3 IR

Effects of long-term changes in societies on political behavior and institutions. Modernization.

PSC 780 Seminar on Political Systems 3 Y

Political systems and political system change in selected nations and regions. Seminars may focus on one nation/region or they may analyze a substantive topic comparatively. R

PSC 781 Politics of the Developing World 3 IR

The socio-economic, political, and cultural issues shaping people's lives in the more than 140 state-societies that constitute the "Third World."

PSC 782 Politics of China 3 Y

Political development, political institutions, and political economy of China and Chinese foreign relations, emphasizing the reform era.

PSC 783 Comparative Foreign Policy 3 S

Systematic development of theories of foreign policy not limited to a single nation, decision, situation, or time. Definitions of foreign policy and logic of comparative analysis; historical roots of study of foreign policy; theories of war proneness, change and cooperation; examination of how foreign policy is made.

PSC 784 Comparative Social Movements 3 IR

Development of the national social movement in Europe, culture and movements, organizations, collective identity, religion, movements and state institutions, comparative political contexts for movements, and others, using cases from Europe, the United States, Asia, and elsewhere.

PSC 785 Comparative Civil-Military Relations 3 IR

Theory and practice of civil-military relations. The military's role in the modern state and in modern society. Broad geographic coverage, including the United States, Europe, Latin America, Africa, the Middle East, and Asia.

PSC 786 Russian and Post-Soviet Politics 3 IR

Political institutions and political development of Russia and other post-Soviet and post-communist states, particularly since 1991.

PSC 787 Democracy and Democratization 3 IR

Nature of modern democracy, contemporary transitions to democracy in countries around the world, problems of democratic consolidation and democratic theory, and the effects of democracy on the economy and world politics.

PSC 792 Research Design 3 Y

Logic of designing research in political science. Conceptual, theoretical, and empirical analysis. Focus on developing dissertation proposals.

PSC 793 Constructing the World Polity 3 IR

Survey of constructivist research. Comparisons of constructivist theories, comparisons to other theories of world politics, and reviews of exemplary empirical applications.

PSC 794 Advanced Quantitative Political Analysis 3 IR

Multivariate data analysis, including regression, causal analysis, time series, and factor analysis. Theoretical uses, implications, and meanings of techniques. Techniques applied through computer analyses using SPSS, SAS. Prereq: PSC 691 or equivalent. PREREQ: PSC 691.

PSC 795 Antonio Gramsci and the Development of Cultural Marxism 3 SI

Power, cultural hegemony, and ideological struggle in capitalist societies. Theoretical currents running through Marx, Gramsci, and contemporary interpreters. Includes substantial readings from Gramsci's major theoretical statement, the "'Prison Notebooks.'"

PSC 796 Formal Theories of Choice 3 IR

Production of collective states from individual choice. Role of evaluative concepts like equality, liberty, and rights in such efforts. Design theory, game theory, impossibility theorems, voting rules, distributive justice, market models.

PSC 797 Contemporary Normative Theory 3 Y

Major debates in contemporary democratic theory: extent of and rationale for political participation; relation of material and political equality; tension between liberty and equality. Theories of justice: Rawls, utilitarianism, Nozick.

PSC 798 Political Cognition 3 SI

Research seminar applying constructs and techniques of cognitive science and allied fields to political psychology questions. Foundational works in cognitive science. Applications to participation, socialization, attitude formation, and political decision making.

PSC 800 Selected Topics 1-3 IR

Seminar R

PSC 810 Selected Topics in Public Administration 3 IR

Seminar R

PSC 820 Selected Topics in American Politics 3 IR

Seminar R

PSC 860 Selected Topics in International Relations 3 IR

Seminar R

PSC 880 Selected Topics in Comparative Politics 3 IR

Seminar R

PSC 901 Readings and Research on Political Theory and Methodology 1-3 S

R

PSC 911 Readings and Research on Public Administration and Policy 1-3 S

Crosslisted with: PPA 930
R2, 9 credits maximum

PSC 920 Readings and Research on American Politics 1-3 S

R

PSC 960 Readings and Research on International Relations 1-3 S

R

PSC 970 Experience Credit 1-6 S

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

PSC 980 Readings and Research on Comparative Politics 1-3 S

R

PSC 990 Independent Study 1-6 S

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

PSC 999 Dissertation 1-15 S

R

Public Administration

PPA 601 Fundamentals of Conflict Studies 3

Crosslisted with: IRP 601, SOS 601

Introduction to a broad range of areas related to the analysis and resolution of conflict, focusing on the interdisciplinary study of defining, understanding, and addressing conflict.

PPA 632 International Public and Non-Government Organization Management 3

Crosslisted with: IRP 632

How international and non-governmental organizations manage three key functions: regime creation, information mobilization, and norm enforcement. Organizations examined from management perspective in terms of functions, through specific case studies. Offered as a distance education course.

PPA 633 Evaluation of International Programs and Projects 3

Crosslisted with: IRP 633

Concepts and methods of program and project evaluation as practiced in international public and non-governmental organizations.

PPA 655 Global Information Technology Policy 3 Y

Crosslisted with: IRP 655, PSC 655

Policy implications of the increasingly important interaction between information technology development and the governance process.

PPA 670 Experience Credit 1-6 S

Crosslisted with: PSC 670

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

PPA 704 International Security 3

Theoretical approaches to study of international security; central issues shaping current debates. Investigates causes of war, strategies for avoiding conflict, impact of new technologies, actors, and ideas on calculations about the use of force.

PPA 705 Responding to Proliferation of Weapons of Mass Destruction 3

Dangers caused by the proliferation of weapons of mass destruction and strategies to address this threat. National and international efforts ranging from diplomacy to arms control to counter-proliferation strategies.

PPA 706 United States National Security: Defense and Foreign Policy 3 IR

Crosslisted with: PSC 706

Current problems in planning and administering national security policy in the United States.

PPA 707 National Planning and Capacity to Govern 3 IR

Crosslisted with: PSC 707

Current problems of long-run policy making and execution. Social and political preconditions and consequences of economic, defense, development, or social planning. Problems of intergenerational fairness, forecasting, freedom, administration, and public private sector relationships.

PPA 709 Public Organizations and Management 3 Y

Behavioral systems and management theories and practices in the modern organization. Practical exploration of functions and dysfunctions of various public organizations (governmental and nonprofit) in relation to personal, social, and cultural values.

PPA 715 Topics in Global Development 3

Crosslisted with: IRP 715

Seminars by leading practitioners in the field at Syracuse University Greenberg House in Washington, D.C. The institutions and issues involved in the development process. Professional skills needed for career opportunities. R

PPA 721 Introduction to Statistics 3 Y

Basic inferential statistics (point and interval estimation, hypothesis testing). Descriptive statistics (measure of central tendency, variation, bivariate and multivariate association).

PPA 722 Quantitative Analysis 3 Y

Quantitatively oriented models used in policy analysis, program evaluation, and forecasting. Linear, mathematical, probabilistic, and cost-benefit models.

PREREQ: PPA 721 OR MAS 601.

PPA 723 Managerial Economics for Public Administration 3 S

Application of micro-economic analysis to public policy problems. Designed for those with limited background in economics. Use of basic economic reasoning to help untangle complex policy problems.

PPA 724 Computer Applications for Public Managers 3 Y

Introduction to effective use of the computer to manage complex and voluminous data found in public sector organizations. Focus on information management issues and productivity enhancement.

PPA 730 Problems in Public Administration 3 S

May include specific courses focusing on international economic development; nonprofit and international non-governmental organization management; federal policy formulation; technology and governance issues; e-government; GIS mapping, and dispute resolution management. R

PPA 731 Financial Management in State and Local Governments 3 Y

Financial problems confronting state and local governments. Governmental accounting and auditing, municipal borrowing; bond rating; cash management; effects of changing economic base on revenues and expenditures; actuarial funding of employee retirement systems.

PREREQ: PPA 734 AND ECN 635.

PPA 733 Public Personnel and Collective Bargaining 3 IR

Survey of public personnel administration. Current practice, issues and problems in personnel management. Policies and programs affecting the sociopolitical and human resources dimensions of public organizations.

PPA 734 Public Budgeting 3 Y

Role of the modern budget in determination of policy, administrative integration, control of government operations and intergovernmental relations, and in relation to private economy. Unit costs, work programs, budgetary analysis.

PREREQ: PPA 734.

PPA 735 State and Local Government Finance 3 Y

Crosslisted with: ECN 635

Expenditures and revenues of state and local governments. Fiscal aspects of intergovernmental relations.

PREREQ: PPA 723.

PPA 736 Economics of Health and Medical Care 3 Y

Crosslisted with: ECN 655

Economic theory, empirics and public policy concerning health and medical care in the U.S. Primary objective to analyze health care problems from an economic perspective. Prereq (for ECN 655): ECN 601 or equivalent; (for PPA 736): PPA 723.

PREREQ: PPA 723.

PPA 742 Public Administration and Law 3 Y

Legal developments relevant to public administration in United States. Legal and administrative theory. Specific cases. Role of courts in contemporary public administration.

PPA 743 The Administrator in the Political Environment 3 IR

Interaction of public bureaucracies with political executives, legislatures, courts, interest groups, and the general public. Concepts of bureaucratic accountability and representation.

PPA 744 Metropolitan Government and Politics 3 Y

Current problems of urban management: centralized versus decentralized metropolitan government; fiscal strain; delivery of municipal services; collective bargaining; governmental accountability.

PPA 745 Intergovernmental Relations 3 IR

Forces, theories, and institutions that have shaped and are shaping the centralization and localization of foci of governmental power, especially the American system.

PPA 746 Ethics and Morality in Public Affairs 3 Y

Helps the student understand the nature of his or her own ethical and moral commitments as they relate to public affairs. Selected literature in philosophy, sociology, political science, law, and public administration.

PPA 747 Human Resources Management for the Public Sector 3 Y

Theory, research, and practices for effective human resources management in public and nonprofit agencies. Political and institutional context of public sector human resources management, evolution of U.S. civil service system, critical issues confronting public managers.

PPA 748 Seminar on Nonprofit Management 3 Y

Attributes of the nonprofit sector as compared with government and business; public policy relationships that intertwine these sectors, highlight distinctive skills and talents needed for effective leaders in the nonprofit sector.

PPA 749 Financial Management in Nonprofit Organizations 3 Y

Fundamental concepts of accounting and financial management and issues relevant to charitable, tax-exempt nonprofit organizations; how financial information and analysis are used in management and policy-making in the public sector.

PPA 751 JD/MPA Seminar 3 Y

Impact of courts on public management and public policy. Open to JD/MPA students only. Satisfies University's comprehensive requirement for master's program. Prereq: JD/MPA student status.

PPA 752 MPA Workshop 3 Y

Consulting assignment that addresses current topics in public management. Objective of team project is application of MPA subject matter and techniques. Prereq: Completion of majority of MPA coursework.

PPA 753 Executive Leadership and Policy Politics 3 Y

Simulation exercise involving current public policy issues. Focus on politics of formulating and setting policy. Satisfies the University's comprehensive requirement for a master's degree.

PPA 755 Public Administration and Democracy 3 Y

Public policy and administration in the context of a constitutional democracy. Relationships between administrative and constitutional values.

PPA 756 Policy and Administration in Developing Countries 3 Y

Poverty alleviation in developing and transitioning countries. Develops and practices skills needed to create, manage, and evaluate projects to alleviate poverty in transitioning countries.

PPA 757 Economics of Development 3 Y

Crosslisted with: ECN 661
Economic development in international settings. Labor and employment, population, education, health and nutrition. Why some countries have rapid economic development, and others low growth and pervasive poverty. PREREQ: PPA 723.

PPA 758 Public Finance in Developing Areas 3 Y

Crosslisted with: ECN 662
Public finance in less-developed countries. Urban taxation and provision of public services. Considering efficiency and equity issues. PREREQ: PPA 723.

PPA 759 Girls' Education in the Developing World 3 Y

Explores the benefits of girls' education; obstacles to higher numbers of girls in school; current situation in various developing countries.

PPA 761 Organization Development 3 IR

Organization development: its literature, practical applications, evaluation of its results.

PPA 763 NGO Management in Developing and Transitioning Countries 3 Y

Examines concerns central to NGO management and the NGO community regarding accountability, effectiveness, professionalism, and understanding the context in which NGOs operate.

PPA 764 UN Organizations: Managing for Change 3 Y

Processes for change in United Nations organizations. Topics include governance, organizational reform and political reform.

PPA 765 Humanitarian Action: Challenges, Responses, Results 3

Major humanitarian challenges worldwide since 1992. Disasters caused by nature and man: conflicts and major economic stress. Challenges for women, children, refugees, displaced people. Involvement of government, UN agencies, NGOs, militaries, donors, press, and others.

PPA 767 Fund Development for Nonprofit Organizations 3

Theory and practice of fund development for nonprofit organizations. Students develop portfolio of fund development for real nonprofit organization.

PPA 768 Policy and Management in the Nonprofit Economy 3

The nonprofit sector as part of the larger US economy. Structure of industry, the practical effects of nonprofit tax status, fundraising, volunteer and board management, and the sector's relationship to the government among others.

PPA 769 Public Sector Reform 3

Profound changes in structure of public sector which have occurred in many countries over the last two decades. How structure has changed, consider why changes took place, and make judgments about the desirability of these changes.

PPA 771 Public Management of Technology 3 IR

Public management of technology from a variety of perspectives. Governmental roles as developer, promoter, regulator, and user of new technology. Support of scientific research and uses of technical information in decision making.

PPA 772 Science, Technology, and Public Policy 3 Y

Variety of concepts concerned with the interaction of science and technology and government.

PPA 773 Technology and Its Processes 3 IR

Descriptive survey of selected technologies and technological developments. Technical and scientific aspects rather than economic and political impact.

PPA 774 Public Policy and Program Evaluation 3 IR

Various approaches to determining effectiveness of public programs and policies, emphasizing experimental and quasi-experimental designs for evaluation. Strategies, politics, and logistics of policy evaluation.

PPA 775 Energy, Environment and Resources Policy 3 Y

Relation of government to policymaking in the domain of energy, environment, and resources; politics of administration at all levels of government; comparative international aspects of these environmental issues.

PPA 776 Economics of Science and Technology 3 Y

Crosslisted with: ECN 776
Interaction of technological change and policy. Introduction to the economic analysis of knowledge as a public good. Diffusion of knowledge and the role knowledge transfer plays in the industrialized world and in the economic growth of developing nations. PREREQ: PPA 723 OR ECN 601.

PPA 777 Economics of Environmental Policy 3 Y

Crosslisted with: ECN 777
How economic incentives may lead to environmental problems and how government policy can maintain or improve environmental quality. Methods for valuing the benefits of environmental amenities and the effects of environmental policy on economic growth. PREREQ: PPA 723 OR ECN 601.

PPA 781 Social Welfare Policy 3 Y

The American system of public policy toward social concerns; problem and needs analysis, program development and evaluation; implementation and management in health education, welfare reform, aging, etc.

PPA 782 Health Services Management 3 Y

Roles and functions of managers in health services organization. Issues in accountability. Unique role involving work with various disciplines: medical, nursing, social work, insurance, finance, etc.

PPA 783 The Changing American Health Care System 3 Y

Components of U.S. health care system. Evolution of health care organizations, personnel and their relationships. Environment of integrated delivery systems, managed care, and finance systems for health care; public policy implications of these changes in the public health and social services systems.

PPA 784 Education Policy 3

Overview of education policies designed to reform American schools and school systems. Topics include market based reforms, enhanced accountability, teacher recruitment and compensations plans, and decentralization, among others.

PPA 785 Implementation of Social Policy 3 Y

Issues of implementation of social programs and policies; explores various roles that elected officials, state administrators, local managers, and front-line staff play in program implementation and how these actions affect the larger policy-making process; develop skills to improve implementation efforts.

PPA 786 Urban Policy 3 Y

Recent evidence of urban problems; housing markets, neighborhood change and housing policy; discrimination, segregation, and racial transition; urban poverty and welfare programs; urban employment and economic development programs; urban education. PREREQ: PPA 723 OR ECN 601.

PPA 787 Child and Family Policy 3 Y

Applying microeconomic theory to the study of family. Focuses on the theoretical models developed to inform our understanding of theory, including marriage and divorce; fertility; employment; and human capital.

PPA 788 Global Issues: Drugs, Crime and Terrorism 3 IR

Crosslisted with: IRP 788

Transnational issues of drugs, crime, and terrorism; impacts of each on United States national interests and foreign policies of the United States and other countries and the national/international organizations and laws created to deal with these issues.

PPA 789 Advanced Policy Analysis 3 Y

Key steps in policy analysis: (1) assessing alternative rationales for government policy; (2) developing policy alternatives; (3) analyzing alternatives through a variety of analytical techniques; (4) communicating results; and (5) adopting and implementing policy. PREREQ: PPA 721, 723.

PPA 791 Education Financial Administration 3 Y

Overview of the major concepts and tools involved in the financial administration of a school district. Topics include evaluation of revenue sources, budgeting, financial management, and government accounting. PREREQ: PPA 734.

PPA 792 Managing School District Non-Instructional Functions 3 Y

Overview of concepts and tools used in the management of non-instructional functions of a school district. Topics include management of finances, payroll, facilities, procurement, risk, transportation, food service, and information technology.

PPA 810 Advanced Seminar: Policy and Administration 3 S

Special problems in the politics, substance, or methodology of policy making, or in the execution, administration, or evaluation of public policy. R

PPA 890 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

PPA 895 Mid-career Training Group 3 Y

Core seminars for mid-career administrators who have had some years of experience in government or public service institutions to prepare them for responsible management posts. R

PPA 896 Mid-career Training Group 3 Y

Core seminars for mid-career administrators who have had some years of experience in government or public service institutions to prepare them for responsible management posts.

PPA 897 Fundamentals of Policy Analysis 3

Provides an understanding of some of the models and methods used in policy analysis for the public and nonprofit sector.

PPA 930 Readings and Research on Public Administration and Policy 1-3 S

Crosslisted with: PSC 911
R2, 9 credits maximum

PPA 996 Master's Project Paper 3 S

Preparation of final paper: case study, policy analysis, or management study. Design, description, analysis, and policy recommendations. Required for M.A. in public administration (mid-career students only). R

PPA 999 Dissertation 1-15 S

R

Social Science

SOS 575 Philosophy of Social Science 3 O

Crosslisted with: PHI 575
Philosophical and methodological issues in social and behavioral science. Role of laws in explanation of human action, methodological individualism and holism, functional explanation, value-neutrality, behaviorism, and computer simulation.

SOS 601 Fundamentals of Conflict Studies 3

Crosslisted with: IRP 601, PPA 601
Introduction to a broad range of areas related to the analysis and resolution of conflict, focusing on the interdisciplinary study of defining, understanding, and addressing conflict.

SOS 604 Public Policy Analysis: Theory and Practice 3 Y

Crosslisted with: PSC 602
Overview of policy literature, including political economy and practical politics. Formal analyses and case studies.

SOS 620 Interpersonal Conflict Resolution Skills 3 Y

Enhanced communication skills to interact more effectively and solve problems creatively. Emphasizing reflective listening, problem solving, assertion, and managing conflicts among needs and values. Presenting theories demonstrating skill, practice, and critique. Additional work required of graduate students. R

SOS 621 Mediation: Theory and Practice 3 SS

Mediation skills to facilitate the resolution of disputes and differences. Techniques of third party intervention with individuals and groups. Learning approach includes lectures, simulations, modeling and practice mediations. Additional work required of graduate students.

SOS 623 Leadership: Theory and Practice 3 SS

Leadership skills to exercise responsible leadership and effective group membership in various contexts. Focus on individual leadership style and growth. Development of skills for a collaborative model of leadership. Additional work required of graduate students.

SOS 624 Conflict Resolution in Groups 3 SS

Skills to enhance understanding of conflict and conflict resolution and manage conflict in intragroup and intergroup settings. Unstructured small group experience to learn how groups function and to present a context for practice.

SOS 625 The European Union 3 IR

Crosslisted with: HST 625
Interdisciplinary introduction to history, politics, and economics of the European community.

SOS 705 Theories of Development 3 E

Crosslisted with: GEO 705
Review of theories of development, economic growth, and social change. Comparison of explanatory power and limits of each theory. Review of prospects for synthesis and implications for empirical research in geography and other social sciences.

SOS 716 Foundations of American Political Thought 3 IR

Crosslisted with: HST 682, PSC 716
American political thought to about 1820. Puritans, American Revolution, establishment of the Constitution, and thought of Hamilton and Jefferson.

SOS 750 Readings and Research in Social Sciences 3 IR

Interdepartmental seminars for graduate students enrolled in the social sciences program. Open to students in the respective disciplines. R

SOS 890 Readings and Research in International Development Policy 3 IR

For students preparing research for Ph.D. or Masters thesis, or in-depth research papers. Permission of instructor. R

SOS 991 Social Science Dissertation Proposal 3 IR

Seminar in evaluating and developing research design. Application of social science methods to a specific research project. Preparation of detailed dissertation proposal by each student.

SOS 999 Dissertation 1-15 S

Sociology

SOC 500 Selected Topics 1-3 SI

In-depth selected study of certain social problems. R

SOC 513 Statistics for Social Science 3 Y

Designed for first-year graduate students and sociology majors considering graduate study. Measures of central tendency and dispersion, hypothesis testing, and indices of association between variables. Application of statistics to social science data.

SOC 571 Topics in Sociolinguistics 3 SI

Crosslisted with: ANT 571, LIN 571

Functions of language in society.

Geographical, socioeconomic, and male-female differentiation. Functions of various types of speech events. Requirements include a research project. R1, 6 credits maximum

SOC 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

SOC 606 Quantitative Methods 3 Y

Formulation of sociological research questions and the logic of testing and inference. Major quantitative and qualitative methodologies with emphasis on former. Relationship between problems formulation, theoretical perspective, and research methods.

SOC 611 Sociological Theory 3 Y

Exam-ination of theoretical approaches in sociology. Readings include writings by classic and contemporary social theorists, critiques of their theories and empirical writings that attempt to apply theoretical approaches to research studies.

SOC 614 Introduction to Qualitative Research 3 S

Crosslisted with: EDU 603, WGS 614

Developing and using qualitative methods used by sociologists to conduct research. Underlying assumptions and limitations.

SOC 621 Contemporary Sociological Theories 3 SI

Major contemporary approaches to sociological theory. Reading representative works and comparing their application to selected topics.

SOC 625 Feminist Organizations 3 Y

Crosslisted with: WGS 625; Double Numbered with: SOC 425

Women's movement history in the United States and internationally. Successes and problems of organizations built by feminist activism. Implications for a new generation of feminist (and other) activism. Additional work required of graduate students.

SOC 627 New York City: Black Women Domestic Workers 3 Y

Crosslisted with: AAS 627, WGS 627; Double Numbered with: SOC 427

Historical understanding of Black women's engagement in paid domestic work in the United States, increasing need for domestic workers in the ever-changing economy and family, and the social construction of Black women as "ideal" domestic workers. Permission of instructor.

SOC 635 Political Sociology 3 IR

Double Numbered with: SOC 335

Relationships between society and politics. Impacts of individuals, groups, parties, and institutions on state power in global perspective. Additional work required of graduate students.

SOC 645 The Caribbean: Sex Workers, Transnational Capital, and Tourism 3 Y

Crosslisted with: AAS 645, WGS 645; Double Numbered with: SOC 445

A political economy approach to educating students about the human and capital costs of tourism to the Caribbean. The integral relationship between sex work and Caribbean tourism exposes the region's development that has resulted in its current configuration.

SOC 646 The Social Impact of the Internet 3 Y

Double Numbered with: SOC 446

Sociological implications of instantaneous communication, online publishing, identities and interactions, communities transcending geographic borders, and openly available information and opinion. Additional work required of graduate students. Offered only online.

SOC 648 The Dynamics of Prejudice and Discrimination 3 Y

Double Numbered with: SOC 448

Research and theory of prejudice and discrimination: inclusion/exclusion of individuals/social groups; classification of in/out groups; contributing roles of processes (difference, power, labeling, silencing). Recommended for upper-level students with some social science background and other coursework dealing with social inequities.

SOC 649 The Sociology of Evil 3 Y

Double Numbered with: SOC 449

Social conditions and processes allowing systematic dehumanization; perspectives of victim, perpetrator, audience, possibility of reconciliation. Extreme examples of evil; subtle ways of dehumanizing the other. Ethnic cleansing, international trafficking, terrorism. Additional work required of graduate students. Offered only online.

SOC 651 Classics in the Sociology of Religion and Morals 3 IR

Crosslisted with: ANT 651, REL 651

Classical sociological writings of Emile Durkheim and Max Weber and their contemporary significance.

SOC 663 Studies in Urban Sociology 3 SI

Life and structure of American cities. Sociological perspectives on urban life, growth, decline, and restructuring of cities.

SOC 664 Aging and Society 3 Y

Crosslisted with: WGS 664; Double Numbered with: SOC 364

Current policy issues in an aging society. Health care, end-of-life, social security, productive aging, and generational equity. Special problems facing elderly women and minorities.

SOC 666 Sociology of Formal Organizations 3 IR

Formal and informal structure and decision making in industrial, governmental, religious, educational, and professional organizations. Their potential for democratization. Interorganizational relationships.

SOC 677 Class, Status, and Power 3 SI

Double Numbered with: SOC 377

Structures, causes, and consequences of socioeconomic inequalities in modern societies. Poverty and wealth, social mobility, and the persistence of inequality. Comparison and assessment of theories of social stratification.

SOC 704 Science, Technology, and Society 3 IR

Sociology and social history of science and technology. Interaction of science, technology, and society. Technical controversies. Planning technological change. Suggested complement to PSC 705.

SOC 714 Intermediate Social Statistics 3 Y

Introduction to multivariate statistical techniques to social science data. PREREQ: SOC 513.

SOC 810 Readings on Theory and Methodology 3 IR

R

SOC 811 Advanced Seminar in Qualitative Research I 3 Y

Crosslisted with: EDU 810, WGS 812

Expand fieldwork skills and increase theoretical understanding; emphasis on "thinking qualitatively;" intensive fieldwork. PREREQ: EDU 603/SOC 614.

SOC 812 Advanced Seminar in Qualitative Research II 3 Y

Crosslisted with: EDU 815

Applications to issues of special education and related educational or human service settings.

SOC 813 Issues in Multivariate Analysis 3 SI

Examination of some current issues in multivariate analysis. Most issues examined are based on linear model. Focus varies by term. Examples of topics covered are path analysis, non-recursive models, unmeasured variables and measurement issues.

SOC 821 Feminist Methodologies 3 SI

Crosslisted with: WGS 821

The feminist critique and its implications for planning, conducting, and reporting on empirical studies.

SOC 825 Foundations of Organizational Sociology 3 O

Examines fundamental questions and approaches related to the sociological study of complex, formal organizations. Readings enable students to understand the intellectual development of theory and various historical shifts in emphasis in the field.

SOC 833 Race, Class and Gender 3 SI

Crosslisted with: WGS 833

Intersecting dimensions of inequality that structure social life in contemporary societies. Multiple effects of cross cutting oppressions and privileges, including sexuality and ability/disability.

SOC 880 Seminar: Selected Areas of Social Organization and Change 3 S
Provides an opportunity for staff and students to select and explore currently significant areas in the study of social organization and change. R

SOC 997 Master's Thesis 1-6 S

SOC 999 Dissertation 1-15 S
R

South Asian Studies

SAS 620 Language Training in Preparation for Research Using Tamil 3
Crosslisted with: TML 620
Language training to prepare students to conduct research in areas that require knowledge of Tamil. R3, 12 credits maximum

SAS 621 Language Training in Preparation for Research Using Hindi 3 S
Crosslisted with: HIN 620
Language instruction to prepare students to conduct research in areas that require knowledge of Hindi. Permission of instructor. R4, 12 credits maximum

SAS 775 Readings and Research in South Asian History 3 S
Crosslisted with: HST 775
Graduate seminar introducing main debates in the historiography of late medieval and modern South Asia.

Faculty

George Abonyi, Part-Time Professor, Public Administration
Ph.D., University of California - Los Angeles
Political economy of policy reform in Asia, public/private partnerships in development; regional cooperation in economic integration in Asia

Kristi Andersen, Laura J. and L. Douglas Meredith Professor; Maxwell Professor of Teaching Excellence, Political Science
Ph.D., University of Chicago, 1976
American politics, political parties, public opinion, women and politics

Douglas Armstrong, Professor, Anthropology
Ph.D., University of California, Los Angeles, 1983
Archaeology of North America, historical archaeology, ethnohistory, Caribbean, North America

Elizabeth Ashby, Assistant Professor, Economics
Ph.D., Syracuse University, 2006
Public finance, labor economics, applied microeconomics, public economics

Shena Ashley, Assistant Professor, Public Administration
Ph.D., Georgia State University, 2007
Nonprofit organizations, evaluation

Badi Baltagi, Distinguished Professor, Economics
Ph.D., University of Pennsylvania, 1979
Applied and theoretical econometrics

William Banks, Professor, Public Administration and Board of Advisors Distinguished Professor, Law
J.D. University of Denver, 1974
Comparative legal systems, domestic and international terrorism, emerging powers, covert war powers, civil military relations

Michael Barkun, Professor Emeritus, Political Science
Ph.D., Northwestern University, 1965
Millenarian and utopian movements, jurisprudence, international law

Hossein Bashiriyeh, Professor, Political Science
Ph.D., University of Liverpool (England), 1982
20th Century Political Thought; Democratic Transitions; Thomas Hobbes

Subho Basu, Associate Professor, History
Ph.D., University of Cambridge, 1994
Modern South Asian history, labor history, history of contemporary social movements, nationalism and post colonial politics

Kenneth Baynes, Professor, Philosophy and Political Science (by courtesy)
Ph.D., Boston University, 1987
Social and political philosophy, critical theory, continental philosophy

Jacob Bendix, Associate Professor, Geography
Ph.D., University of Georgia, 1992
Biogeography, geomorphology, human impacts on environmental systems, media coverage of environment

David Bennett, Laura J. and L. Douglas Meredith Professor of Teaching Excellence, History
Ph.D., University of Chicago, 1963
Political extremism in America, 20th-century American history, modern military history

James Bennett, Associate Professor, Political Science
Ph.D., Massachusetts Institute of Technology, 1978
International relations, methodology

Catherine Bertini, Professor of Practice, Public Administration
B.A., SUNY Albany, 1971
Managing international and humanitarian aid organizations, former Under-Secretary-General for Management at the United Nations; Former Executive Director, World Food Program

Robert Bifulco, Associate Professor
Ph.D., Syracuse University, 2001
Public finance, budgeting and financial management

Sari Biklen, A.A.U.W. Meredith Professor, Chair and Sociology (by courtesy)
Ed.D., University of Massachusetts, 1973
Qualitative research methodology, gender, race, and education, sociology of popular culture, cultural studies

Guthrie Birkhead, Professor Emeritus, Political Science and Public Administration
Ph.D., Princeton University, 1951
Metropolitan studies, comparative administration, ethics, intergovernmental relations

Edwin Bock, Professor Emeritus, Political Science and Public Administration
A.B., Dartmouth College, 1943
Political and administrative leadership; executive politics; national planning; government, mass media, and the arts

Robert Bogdan, Distinguished Professor Emeritus, Sociology
Ph.D., Syracuse University, 1971
Qualitative research methods, special education, visual sociology, disability studies

G. Matthew Bonham, Professor, Political Science
Ph.D., Massachusetts Institute of Technology, 1967
International relations, foreign policy decision making, international negotiation, methodology

Susan Borker, Associate Professor Emerita, Sociology
Ph.D., University of Chicago, 1971
Quantitative methods, sex and gender roles, labor force issues

Mehrzad Boroujerdi, Associate Professor, Political Science
Ph.D., American University, 1990
The Middle East, comparative politics, international relations

Susan Branson, Associate Professor, History
Ph.D., Northern Illinois University, 1992
U.S. women's history, U.S. social history, U.S. political history

Steven Brechin, Professor, Sociology
Ph.D., University of Michigan, 1989
Environmental sociology, organizational sociology, natural resources

Stuart Bretschneider, Laura J. and L. Douglas Meredith Professor of Teaching Excellence, Chair and Associate Dean, Public Administration
Ph.D., Ohio State University, 1981
Quantitative methods, information management, computer application and strategic planning

John Briggs, Associate Professor Emeritus, History
Ph.D., University of Minnesota, 1972
American immigration history, history of education

Walter Broadnax, Distinguished Professor, Public Administration
Ph.D., Syracuse University, 1975
Strategic public management, executive leadership

Stuart Brown, Professor, International Relations
Ph.D., Columbia University, 1985
International economics, macroeconomics, emerging markets, political economy

Hans Buechler, Professor, Anthropology
Ph.D., Columbia University, 1966
Culture change, internal and international migration, urban problems, ethnic identity, ethnic elites, political anthropology, life history methodology, Andes, Latin America, Spain, Switzerland, Central Europe, eastern Germany

John Burdick, Professor, Anthropology
Ph.D., City University of New York, 1990
Religious movements, politics, gender, medical, African Americans, Brazil, Latin America

Leonard Burman, Daniel Patrick Moynihan Professor of Public Affairs; Professor of Practice, Public Administration and Economics
Ph.D., University of Minnesota, 1985
Federal tax policy, healthcare and budget reform

Joan Burstyn, Professor Emerita, History
Ph.D., University of London, 1968
History of women in British and American education, history of higher education

Keith Bybee, Associate Professor, Political Science and the Paul E. and the Hon. Joanne F. Alper '72 Judiciary Studies Professor, Law Ph.D., University of California, San Diego, 1995
American public law, legal theory, political philosophy, American politics and the politics of race

Horace Campbell, Professor, Political Science and African American Studies Ph.D., Sussex University, 1979
Comparative politics of Africa and the Caribbean, African international relations, armaments, culture, pan Africanism, peace studies, political economy

Linda Carty, Associate Professor, African American Studies and Sociology (by courtesy) Ph.D., University of Toronto, 1989
Race, class, and gender studies; comparative sociology; international development, post-colonial discourse; Third World feminism

A.H. Peter Castro, Associate Professor, Anthropology Ph.D., University of California, Santa Barbara, 1988
Applied anthropology, international development, conflict management, ecology, forestry, agrarian societies, refugees, colonialism, East Africa

Craige Champion, Associate Professor, History Ph.D., Princeton University, 1993
Hellenistic Greece, Greek democracy and republican Rome, ancient imperialism, ethnic identity formation in classical antiquity, the politics of culture in ancient Greece and Rome, classical historiography

Matthew Cleary, Associate Professor, Political Science Ph.D., University of Chicago, 2004
Comparative politics, Latin American politics, comparative political economy

Andrew Cohen, Associate Professor, History Ph.D., University of Chicago, 1999
Legal history, American labor history, 20th century American history

Elizabeth Cohen, Assistant Professor, Political Science Ph.D., Yale University, 2003
Political theory, history of political thought, immigration and citizenship

Goodwin Cooke, Professor of Practice Emeritus, Political Science B.A., Harvard University, 1953
Former U.S. Foreign Service Officer, experience in Asia, Europe, Canada, and Africa; ambassador to Central African Republic

William Coplin, Laura J. and L. Douglas Meredith Professor of Teaching Excellence, Public Affairs Ph.D., American University, 1964
International relations, public policy analysis

Kalena Cortes, Assistant Professor, Education and Economics (by courtesy) Ph.D., University of California, Berkeley, 2002
Economics of education, labor economics, policy evaluation

Francine D'Amico, Part-time Associate Professor, International Relations Ph.D., Cornell University, 1989
Latin American politics and international relations

Bruce Dayton, Part-time Assistant Professor, Political Science; Assistant Director, Moynihan Institute of Global Affairs Ph.D., Syracuse University, 1999
International environmental affairs, political psychology, public policy dispute resolution

Christopher DeCorse, Professor, Anthropology Ph.D., University of California, Los Angeles, 1986
Archaeology, historical archaeology, culture change, trade, West Africa, Caribbean

Renee deNevers, Associate Professor, Public Administration Ph.D., Columbia University, 1992
International security policy, international organizations

Thomas Dennison, Professor of Practice; Co-Director, Masters in Public Health Program; Program Advisor, Health Service Management and Policy (HSMP), Public Administration Ph.D., Pennsylvania State University, 1987
Health care administration, finance and policy

Marjorie DeVault, Professor, Sociology Ph.D., Northwestern University, 1984
Sex and gender studies, qualitative methods, feminist studies

Albrecht Diem, Assistant Professor, History Ph.D., University of Utrecht, 2000
Early Medieval Europe, early Christianity, monasticism

Gavan Duffy, Associate Professor, Political Science Ph.D., Massachusetts Institute of Technology, 1987
Political methodology, political behavior and communication, American politics

William Duncombe, Professor, Public Administration Ph.D., Syracuse University, 1989
Public budgeting and finance, quantitative methods, development administration, education policy and finance

Donald Dutkowsky, Professor, Economics Ph.D., State University of New York at Buffalo, 1982
Macroeconomic, monetary theory and policy, applied econometrics

Michael Ebner, Assistant Professor, History Ph.D., Columbia University, 2004
History of modern Europe, Italy, Fascism, and political violence

Samuel Eddy, Professor Emeritus, History Ph.D., University of Michigan, 1958
Classical, Greece and Rome

Colin Elman, Associate Professor, Political Science Ph.D., Columbia University, 1999
International relations theory, qualitative research methods

Miriam Fendius Elman, Associate Professor, Political Science Ph.D., Columbia University, 1996
International security, democracy, politics of the Middle East

Gary Englehardt, Professor, Economics Ph.D., Massachusetts Institute of Technology, 1993
Housing economics, public finance, tax policy, public economics, labor economics

Margarita Estévez-Abe, Associate Professor, Political Science Ph.D., Harvard University, 1999
Comparative politics, political economy, gender, and Japan

Jerry Evensky, Laura J. and L. Douglas Meredith Professor for Teaching Excellence, Economics Ph.D., Syracuse University, 1984
History of economic thought, labor economics, philosophy of economics (methodology), economic education

Cissie Fairchild, Professor Emerita, History Ph.D., Johns Hopkins University, 1972
European social history, early modern France, women's history

Carol Faulkner, Associate Professor and Chair, History Ph.D., Binghamton University, 1998
19th century American history, slavery

Gareth Fisher, Assistant Professor Religion and Anthropology (by courtesy) Ph.D., University of Virginia, 2006
Buddism, Chinese Buddhism, contemporary religion, globalization

Michael Flusche, Associate Professor Emeritus, History Ph.D., Johns Hopkins University, 1973
American Civil War and Reconstruction, American South

Deborah Freund, Distinguished Professor, Public Administration and Economics Ph.D., University of Michigan, 1980
Health economics

Peng Gao, Assistant Professor, Geography Ph.D., University of Buffalo, 2003
Geographic information systems modeling, human impacts on physical environments, fluvial systems

Susan Gensemer, Associate Professor, Economics Ph.D., Purdue University, 1984
Micro-economic theory, decision theory, quantitative economics, economics and gender

Ann Grodzins Gold, Professor, Religion and Anthropology (by courtesy)
Ph.D., University of Chicago, 1984
Teaching and research on religion in South Asia, popular Hinduism, women's expressive traditions, religions and environment, folklore, oral history

Kevin Gottlieb, Adjunct Professor, Public Administration
Ph.D., Syracuse University, 1970
Natural resource and energy policy, Congressional policy making

Cecilia Green, Associate Professor, Sociology
Ph.D., University of Toronto, 1998
Historical sociology, Caribbean, race/class/gender, globalization

Vernon Greene, Professor and Chair - Social Science Ph.D., Public Administration
Ph.D., Indiana University, 1978
Political theory, citizenship, program evaluation, quantitative methods

Paul Hagenloh, Associate Professor, History
Ph.D., University of Texas, Austin, 1999
Modern Russia/Soviet Union: Modern dictatorships, history of policing, genocide, critical theory

Jongwoo Han, Part-Time Assistant Professor, Political Science
Ph.D., Syracuse University, 1997
Korean politics, IT and democracy in Asia

Jonathan Hanson, Assistant Professor, Political Science
Ph.D., University of Michigan, Ann Arbor, 2007
Comparative political economy and development, East Asia, quantitative methods

Madonna Harrington Meyer, Laura J. and L. Douglas Meredith Professor for Teaching Excellence, Sociology
Ph.D., Florida State University, 1991
Aging, health care, gender policy

Margaret Hermann, Gerald B. and Daphna Cramer Professor of Global Affairs; Professor, Political Science; Director, Moynihan Institute of Global Affairs
Ph.D., Northwestern University, 1965
Political leadership, political psychology, foreign policy decision making, comparative foreign policy

Samantha Kahn Herrick, Associate Professor, History
Ph.D., Harvard University, 2002
Medieval European history, Christian hagiography and apostolic legends, memory, power

Christine Himes, Interim Associate Dean and Director, Center for Policy Research, Maxwell Professor, Sociology
Ph.D., University of Pennsylvania, 1989
Demography, aging, parental caregiving

Paul Hirsch, Research Assistance Professor, Public Administration
Ph.D., Georgia Institute of Technology, 2008
Collaborative management, water policy

William Horrace, Professor, Economics
Ph.D., Michigan State University, 1996
Theoretical and applied econometrics, spatial econometrics

Azra Hromadzic, Assistant Professor, Anthropology
Ph.D. University of Pennsylvania, 2009
political anthropology, ethno-political violence and post-conflict reconciliation, socialism and post-socialism, citizenship and globalization, gender, youth identity and cultures, comparative education, Eastern Europe and the Balkans

Matthew Huber, Assistant Professor, Geography
Ph.D. Clark University, 2009
political economy, historical geography, energy and capitalism, oil, resource governance and social theory

Emil Iantchev, Assistant Professor, Economics
Ph.D., University of Chicago, 2006
Applied Microeconomic theory, labor economics, applied contract theory

Seth Jolly, Assistant Professor, Political Science
Ph.D., Duke University, 2006
European Union, democratic institutions, comparative and international political economy, political parties, ethnic conflict, race and politics, political methodology

Amy Kallander, Assistant Professor, History
Ph.D., University of California, Berkeley, 2007
Modern Middle East

George Kallander, Assistant Professor, History
Ph.D., Columbia University, 2006
Korean and northeast Asian history and culture

Chihwa (Duke) Kao, Professor and Chair, Economics
Ph.D., State University of New York at Stony Brook, 1983
Econometrics, statistics, mathematical economics

Neil Katz, Associate Professor Emeritus, Public Affairs
Ph.D., University of Maryland, 1974
Nonviolent conflict and change, conflict resolution, modern American peace movements

Thomas Keck, Associate Professor and Michael O. Sawyer Chair in Constitutional Law and Politics, Political Science
Ph.D., Rutgers University, 1999
Supreme Court, American constitutional development

William Kelleher Jr., Associate Professor, Anthropology
Ph.D., University of Michigan, 1990
Social and cultural theory, colonialism, work and class, political violence; Europe, Northern Ireland

Jerry Kelly, Distinguished Professor, Economics
Ph.D., Harvard University, 1969
Social choice, econometric theory, microeconomic theory

Ralph Ketcham, Maxwell Professor Emeritus of Citizenship and Public Affairs; History, Public Affairs, and Political Science
Ph.D., Syracuse University, 1956
American political thought, era of American Revolution, public policy, comparative political cultures, comparative political theory, American intellectual history

Soonhee Kim, Associate Professor, Public Administration
Ph.D., State University of New York at Albany, 1998
Public management, human resources management, leadership development

Sharon Kioko, Assistant Professor, Public Administration
Ph.D., Indiana University, 2008
State and local government finance, financial management and accounting, program evaluation

Audie Klotz, Associate Professor, Political Science
Ph.D., Cornell University, 1991
International relations, transnational actors and activism

Thomas Kniesner, Krisher Professor, Economics
Ph.D., Ohio State University, 1974
Labor economics, health economics

Louis Kriesberg, Maxwell Professor Emeritus, Sociology
Ph.D., University of Chicago, 1953
World conflicts, conflict resolution, race/ethnic/minority relations

Jeffrey Kubik, Associate Professor, Economics
Ph.D., Massachusetts Institute of Technology, 1997
Labor economics, public finance

Prema Kurien, Associate Professor, Sociology
Ph.D., Brown University, 1993
International migration and immigration, sociology of religion, race and ethnicity, religion and society in India

Norman Kutcher, Associate Professor, History
J.D., Boston College, 1985; Ph.D., Yale University, 1991
Cultural, social, and intellectual history of China

Chris Kyle, Associate Professor, History
Ph.D., Aukland University, 1994
Toponomology, society, law and culture of Westminster and London, the social history of Parliaments in early modern Britain

Derek Laing, Associate Professor, Economics
Ph.D., University of Essex, United Kingdom, 1990
Macroeconomics, monetary theory, labor economics, industrial organization

W. Henry Lambright, Professor, Political Science and Public Administration
Ph.D., Columbia University, 1966
Science, technology, and public policy; energy, environment, and resources policy; technology and politics; bureaucratic politics

Sandra Lane, Professor, Health and Wellness and Anthropology (by courtesy)
Ph.D., University of California at San Francisco and Berkeley, 1988

Elisabeth Lasch-Quinn, Professor, History
Ph.D., University of Massachusetts, Amherst, 1990
Modern American social, cultural, intellectual history; social/political thought; cultural criticism; public philosophy; ethics; democracy; civil society; race; family

Andrew Lipman, Assistant Professor, History
Ph.D., University of Pennsylvania, 2010
Colonial North America and U.S. to 1877, Native Americans, Early American material cultures

Richard Loder, Part-time Professor of Sociology and Director, Native American Studies Program
Ph.D., Syracuse University, 1978
race and ethnicity, social process and social change, federal Indian policy and identity, Native American Studies

Andrew London, Professor and Chair, Sociology
Ph.D., University of Pennsylvania, 1993
Sociology of medicine, demography, HIV/AIDS, sociology of mental health, health services and policy research, welfare reform and welfare policy

Leonard Lopoo, Associate Professor, Public Administration
Ph.D., Chicago, 2001
Poverty economic geography, child and family policy

Julia Loughlin, Professor Emeritus, Sociology
Ph.D., Columbia University, 1971
Sex and gender roles, race/ethnic/minority relations, science and technology

Mary Lovely, Professor, Economics
Ph.D., University of Michigan, 1989
International economics, public finance, labor economics

Amy Lutz, Associate Professor, Sociology
Ph.D., SUNY Albany, 2002
Race, ethnicity, stratification, political sociology, Latin American/Latino studies

Yingyi Ma, Assistant Professor, Sociology
Ph.D., Johns Hopkins, 2006
Social stratification and social inequality, sociology of education, immigration, quantitative methods

Robin Malloy, E.I. White Chair and Distinguished Professor of Law and Professor, Economics (by courtesy)
J.D., University of Florida, 1980; LL.M., Illinois, 1983
Real estate transactions, law and economics, land use and development, property

William Mangin, Professor Emeritus, Anthropology
Ph.D., Yale University, 1954
Urban, race and ethnicity, applied qualitative methods; Peru, United States, Spain

Laurie Marhoefer, Assistant Professor, History
Ph.D., Rutgers University, 2008
Modern European history (Germany), gender history

Frederick Marquardt, Assistant Professor Emeritus, Maxwell Professor of Teaching Excellence, History
Ph.D., University of California, Berkeley, 1973
German and European social history

Peter Marsh, Professor Emeritus, History
Ph.D., University of Cambridge, 1962
19th/20th century Britain, international political economy

John Mathiason, Professor, International Relations
Ph.D., Massachusetts Institute of Technology, 1968
Management of the international public sector, international organization, international negotiation, research methods

Allan Mazur, Professor, Public Affairs
Ph.D., Johns Hopkins University, 1969
Biosociology, sciences and technology

Edward McClennan, Professor, Political Philosophy and Political Science
Ph.D., John Hopkins University, 1968
Moral and political philosophy, decision and game theory

Robert McClure, Chapple Family Professor of Citizenship and Democracy; Political Science and Public Affairs
Ph.D., Indiana University, 1969
American politics, leadership, mass communication

Gladys McCormick, Assistant Professor, History
Ph.D., University of Wisconsin, 2009
Latin America and the Caribbean, 19th- and 20th-century Mexico

Felicia McMahon, Research Associate Professor, Anthropology
Ph.D., University of Pennsylvania, 1992
folk arts, public folklore, children's folklore, play theory, festival; Adirondacks, Germany, refugees (Sudan)

John McPeak, Associate Professor, Public Administration and Economics (by courtesy)
Ph.D., Wisconsin, 1999
Development economics, natural resource economics, African agricultural development

Donald Meinig, Professor Emeritus, Geography
Ph.D., University of Washington, 1953
Cultural and historical geography of North America

John Mercer, Professor Emeritus, Geography
Ph.D., McMaster University, 1971
Urban and political geography, housing, comparative studies

Christina Merchant, Professor of Practice, Public Administration
M.S., American University, 1990
Conflict management systems design, federal mediation, alternative dispute resolution

Ines Mergel, Assistant Professor, Public Administration
D.B.A., University of St. Gallen, 2005
Information management, social network analysis

Susan Millar, Associate Professor, Geography
Ph.D., Rutgers University, 1995
Physical geography, periglacial geomorphology, arctic science, climate change

Jerry Miner, Professor Emeritus, Economics
Ph.D., University of Michigan, 1958
Public economics, human resources economics

Don Mitchell, Distinguished Professor, Geography
Ph.D., Rutgers University, 1992
Cultural, political economy of landscape, social theory, labor, geographies of power and marginalization, Marxism

Devashish Mitra, Professor; Gerald B. and Daphna Cramer Professor of Global Affairs, Economics
Ph.D., Columbia University, 1996
International trade, political economy, development economics

Chandra Talpade Mohanty, Professor and Chair, Women's and Gender Studies Department, Sociology
Ph.D., University of Illinois at Urbana-Champaign, 1987
Transnational feminist theory, postcolonial feminism, globalization and anti-capitalist praxis, the politics of knowledge, and anti-racist education

Mark Monmonier, Distinguished Professor, Geography
Ph.D., Pennsylvania State University, 1969
Geographic information (technology, policy, and societal role), cartographic communication and map design, history of cartography in the 20th century, environmental mapping

Glyn Morgan, Associate Professor, Political Science
Ph.D., University of California at Berkeley, 2001
Modern political theory, European Union and religion in public life

Anne Mosher, Associate Professor, Geography
Ph.D., Pennsylvania State University, 1989
Historical geography of North America, urban and urban historical geography, research methods in historical geography, interdisciplinary theories of space and place

Alison Mountz, Associate Professor, Geography
Ph.D., University of British Columbia, 2003
Social/cultural geography of transnational migration, feminist geography, urban geography, qualitative methodology

John Murray, Professor of Practice, International Relations
M.A., Columbia University, 1962, J.D., University of Iowa, 1968
Conflict resolution, negotiation and mediation, Middle East, alternative dispute resolution

Piyusha Mutreja, Assistant Professor, Economics
Ph.D., University of Iowa, 2010
International economics, economics development, macroeconomics

Tina Nabatchi, Assistant Professor, Public Administration
Ph.D., Indiana University, 2007
Deliberative democracy, alternative dispute resolution in the federal government

James Newman, Professor Emeritus, Geography
Ph.D., University of Minnesota, 1968
Population and settlement geography, diet and nutrition, human geography of Africa, prehistory

Terrell Northrup, Part-time Assistant Professor, International Relations
Ph.D., Syracuse University, 1987
Gender and conflict, feminist political and international relations theory, theoretical foundations of conflict theory and practice

Shannon Novak, Associate Professor, Anthropology
Ph.D., University of Utah, 1999
Bioarchaeology, domestic and political violence, anthropology of death, antebellum North America

Inge O'Connor, Assistant Professor, Economics
Ph.D., Syracuse University, 1996
Public economics, labor economics

Rosemary O'Leary, Maxwell Advisory Board Chair; Distinguished Professor and Howard G. and S. Louise Phanstiel Chair in Strategic Management and Leadership; Professor, Public Administration and Political Science
J.D. University of Kansas, 1981; Ph.D. Syracuse University, 1988
Public management, environmental policy, dispute resolution, and law

Jan Ondrich, Professor, Economics
Ph.D., University of Wisconsin, 1983
Econometrics, labor economics, urban economics

Jackie Orr, Associate Professor, Sociology
Ph.D., University of California, Berkeley, 1999
Contemporary theory, sociology of science, technology and medicine, gender studies

John Palmer, University Professor and Dean Emeritus, Public Administration and Economics
Ph.D., Stanford University, 1970
Public management and public policy, social welfare policy

Arthur Paris, Associate Professor, Sociology
Ph.D., Northwestern University, 1974
Urban sociology; race/ethnic/minority relations; science and technology

Luourenço Paz, Assistant Professor, Economics
Ph.D., University of Maryland, 2009
International trade and labor economics

Deborah Pellow, Professor, Anthropology
Ph.D., Northwestern University, 1974
Women, urbanization, ethnicity, cultural aspects of space and design, Africa, China

Thomas Perreault, Associate Professor, Geography
Ph.D., University of Colorado, 2000
Political ecology, environment and development, social movements, indigenous resource use, Latin America

Ambassador Donald J. Planty, Professor of Practice and Chair, International Relations
M.A., University of New Mexico, 1970
Latin America, Europe, foreign policy and security

William Pooler, Associate Professor Emeritus, Sociology
Ph.D., University of Michigan, 1971
Quantitative methodology, family, criminal justice

David Popp, Associate Professor, Public Administration
Ph.D., Yale University, 1997
Environmental economics, economics of technological change, public finance

James Powell, Professor Emeritus, History
Ph.D., Indiana University, 1960
Medieval Society and Culture, Crusades, Medieval Italy

Sarah Pralle, Associate Professor, Political Science
Ph.D., University of Washington, Seattle, 2001
Public policy processes

James Price, Associate Professor Emeritus, Economics
Ph.D., Massachusetts Institute of Technology, 1963
Macroeconomics, international trade

Gretchen Purser, Assistant Professor, Sociology
Ph.D., University of California at Berkeley, 2009
Work and labor markets, urban poverty, punishment and ethnography

Richard Ratcliff, Professor Emeritus, Sociology
Ph.D., University of Wisconsin - Madison
Political economy, stratification/mobility, conflict resolution, social theory, research methods

Thomas Raven, Assistant Professor, Political Science
Ph.D., Cornell University, 2008
American political development and institutions, political economy, regime theory and state formation

Jane Read, Associate Professor, Geography
Louisiana State University, 1999
Geographic information systems and remote sensing, human-environment interactions, tropical environments, Latin America

Grant Reeher, Professor, Political Science
Ph.D., Yale University, 1992
American politics, American political theory, political philosophy

J. David Richardson, Professor, Economics
Ph.D., University of Michigan, 1970
International economics, trade policy

David Robinson, Dellplain Professor of Latin American Geography, Geography
Ph.D., London University, 1967
Latin America, historical development, Internet

Christopher Rohlfs, Assistant Professor, Economics
Ph.D., University of Chicago, 2006
Public economics, applied microeconomics, economic history

Dennis Romano, Dr. Walter Montgomery and Marian Gruber Professor of History, History
Ph.D., Michigan State University, 1981
Renaissance Italy, early modern social and cultural history, Venice

Stuart Rosenthal, Professor and Melvin A. Eggers Economics Faculty Scholar, Economics
Ph.D., University of Wisconsin, 1986
Urban economics, housing economics, real estate finance, public economics

Ross Rubenstein, Associate Professor, Public Administration
Ph.D., New York University, 1997
Public finance, policy analysis and education policy

Robert Rubinstein, Professor, Anthropology
Ph.D., State University of New York at Binghamton, 1977; Ms.PH, School of Public Health, University of Illinois, Chicago, 1983
Medical anthropology, peace and conflict, methodology

Mark Rupert, Professor, Chair, Political Science
Ph.D., Claremont Graduate School, 1988
International relations

Tod Rutherford, Professor and Chair, Geography
Ph.D., University of Wales, 1992
Economic restructuring, labor and the automobile industry, labor market processes and policies, regional development

S.N. Sangmpam, Professor, African American Studies and Political Science
Ph.D., University of Chicago, 1984
Comparative politics, Panafricanism, African American politics

Hans Peter Schmitz, Associate Professor, Political Science
Ph.D., European University Institute, 1999
International relations, nonstate actors, human rights

Michael Schneider, Professor, International Relations
Ph.D., American University, 1978
International studies, environmental studies, East-West relations, diplomacy

Larry Schroeder, Professor, Public Administration
Ph.D., Wisconsin University, 1971
Public sector economics, quantitative methods, financial management in local governments and developing countries

Maureen Schwarz, Professor, Anthropology
Ph.D., University of Washington, 1995
Advocate of Native North Americans and their rights, Navajo reservation, issues of representation, personhood, organ transplantation, blood transfusion, medical and religious pluralism

Milton Sernett, Professor Emeritus, History and African American Studies
Ph.D., University of Delaware, 1972
African American religious history, slavery and abolition

Martin Shanguhya, Assistant Professor, History
Ph.D., West Virginia University, 2007
Colonial and postcolonial Africa, African political, economic and cultural, African environment and sustainability

James Sharp, Professor, History
Ph.D., University of California, Berkeley, 1966
American political history, early national and middle period, 1789-1860

Perry Singleton, Assistant Professor, Economics
Ph.D., University of Maryland, 2007
Public finance, health economics, labor economics, applied microeconomics

Theresa Singleton, Associate Professor, Anthropology
Ph.D., University of Florida, 1980
Historical archaeology, African American history and culture, slavery in plantation America

Gary Spencer, Professor Emeritus, Sociology
Ph.D. Boston, 1970
Dramaturgy, prejudice and discrimination, ethnicity

David Stam, University Librarian Emeritus and Senior Scholar, History
Ph.D., Northwestern University
Library history, bank history, 19th-century British studies, historiography

William Stinchombe, Professor Emeritus, History
Ph.D., University of Michigan, 1967
American diplomatic history, political history

Jeffrey Stonecash, Maxwell Professor, Political Science
Ph.D., Northwestern University, 1975
Political parties, intergovernmental relations, state politics

John Scott Strickland, Associate Professor, History
Ph.D., University of North Carolina, 1984
American South, African American religion and culture, United States social history, 1700-1900

Farhana Sultana, Assistant Professor, Geography
Ph.D., University of Minnesota, 2007
Political ecology, development theory, water resources management

Junko Takeda, Assistant Professor, History
Ph.D., Stanford University, 2006
Modern European history

Brian Taylor, Associate Professor, Political Science
Ph.D., Massachusetts Institute of Technology, 1998
Comparative politics, Russian politics

Laurence Thomas, Professor, Political Science and Philosophy
Ph.D., University of Pittsburgh, 1976
Political theory, foundations of moral character

Margaret Thompson, Associate Professor, History and Political Science
Ph.D., University of Wisconsin, 1979
Modern American history, government and politics, religion, women's history

Stuart Thorson, Donald P. and Margaret Curry Gregg Professor; International Relations and Political Science
Ph.D., University of Minnesota, 1972
International relations, political theory and methodology

John Marshall Townsend, Professor, Anthropology
Ph.D., University of California, Santa Barbara, 1972
Medical and psychological anthropology, theory and methodology, cross-cultural mental health, human sexuality, ethnic relations, symbolic interaction, United States, Germany

A. Dale Tussing, Professor Emeritus, Economics
Ph.D., Syracuse University, 1964
Health economics, poverty, Marxian economics

Walter Ullmann, Professor Emeritus, History
Ph.D., University of Rochester, 1961
Eastern Europe, 20th century Czechoslovakia

Margaret Usdansky, Assistant Professor, Sociology
Ph.D., Princeton University, 2004
Demography, single-parent families, sex and gender

Cecilia Van Hollen, Associate Professor, Anthropology
Ph.D., University of California, Berkeley and San Francisco, 1998
Cultural and medical anthropology, reproductive health, gender; South Asia

David Van Slyke, Associate Professor, Public Administration
Ph.D., SUNY Albany, 1999
Public administration and organizations, public policy process, strategic management, philanthropy, and charitable giving

Susan Wadley, Ford-Maxwell Professor of South Asian Studies, Anthropology
Ph.D., University of Chicago, 1973
Social change, demography, religion, folklore, performance studies, gender issues, India

Hongying Wang, Associate Professor, Political Science
Ph.D., Princeton University, 1996
East Asian politics, international relations

Michael Wasylenko, Interim Dean and Professor, Economics
Ph.D., Syracuse University, 1975
Public finance, public finance in developing countries, urban economics

Stephen Webb, Professor Emeritus, History
Ph.D., University of Wisconsin, 1965
Early American and Anglo-American history, the Iroquois

Jeffrey Weinstein, Assistant Professor, Economics
Ph.D., Yale University, 2008
Public economics, economics of education, urban economics

John Western, Professor, Geography
Ph.D., University of California, Los Angeles,
1978
Social, cultural, urban; Southern Africa, Europe

Peter Wilcoxon, Associate Professor, Public
Administration and Economics
Ph.D., Harvard University, 1989
Environmental economics, natural resource
economics

Janet Wilmoth, Associate Professor,
Sociology
Ph.D., Pennsylvania State University, 1995
Sociology of aging, demography, health

Robert Wilson, Assistant Professor,
Geography
Ph.D., University of British Columbia, 2003
Environmental historical geography, western
United States and Canada, environmental
policy

Jamie Winders, Associate Professor,
Geography
Ph.D., University of Kentucky, 2004
Urban and social geography, race/ethnicity,
gender, migration, North America, identity
theorizations, U.S. South, qualitative and
historical research methods, social theory

Douglas Wolf, Gerald B. Cramer Professor
of Aging Studies, Public Administration
Ph.D., University of Pennsylvania, 1977
Aging policy, population studies, quantitative
methods

John Yinger, Trustee Professor, Public
Administration and Economics
Ph.D., Princeton University, 1974
Urban economics, state and local government
finance, housing

S.I. Newhouse School Of Public Communications

Lorraine Branham, Dean
400 Newhouse I
newhouse.syr.edu



Introduction And Overview

The S.I. Newhouse School of Public Communications is widely regarded as one of the nation's top schools of communications. Engaged in industry partnerships and ongoing curricular development, the scope of the Newhouse School of Public Communications reaches beyond the confines of the classroom. The school prepares students and faculty alike to take a leadership role in addressing the issues of today's rapidly changing media landscape.

The Newhouse School claims a distinguished faculty with a broad range of expertise which is supplemented by visiting communications professionals, regularly bringing new experiences to the classroom. Students study in a modern, three-building complex, which houses multimedia labs, television and photography studios, and sound production and recording facilities. Students are supported in their professional development by the Tina Press and David Rubin Career Development Center which serves students who are engaged in public communications studies and helps them make professional connections and find internships, as well as professional positions.

http://newhouse.syr.edu/Career_Development_Center/students/services/index.cfm

Upon graduation, students join the ranks of Newhouse alums, a large and robust group of communications professionals influencing all aspects of the industry. The Career Development Center encourages networking among alums and between students and alums, supporting their continued involvement in the Newhouse School.

The Newhouse School embraces every known form of public communications offering a rich variety of undergraduate and graduate programs:

Undergraduate:

- Bachelor of Science in Advertising
- Bachelor of Science in Broadcast and Digital Journalism
- Bachelor of Science in Graphic Design
- Bachelor of Science in Magazine
- Bachelor of Science in Newspaper and Online Journalism
- Bachelor of Science in Photography
- Bachelor of Science in Public Relations
- Bachelor of Science in Television, Radio and Film

Graduate: Master's Level

- Master of Arts in Advertising
- Master of Arts in Arts Journalism
- Master of Science in Broadcast and Digital Journalism
- Master of Science in Communications Management
- Master of Arts in Documentary Film and History
- Master of Arts in Magazine, Newspaper, and Online Journalism
- Master of Science in Media Management
- Master of Arts in Media Studies
- Master of Science in Photography
- Dual Masters' Programs in Public Diplomacy (M.S in Public Relations and M.A in International Relations)
- Master of Science Program in Public Relations
- Master of Arts in Television, Radio and Film

Graduate: Doctoral Level

- Ph. D. in Mass Communications

Minors

- Communications Photography
- Public Communications Studies

ACCREDITATION

The S.I. Newhouse School of Public Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications, and the School is a member of the Association of Schools of Journalism and Mass Communications.

Educational Mission

The Newhouse School's mission is to educate ethical, visionary communicators whose goal is to establish an open marketplace of ideas guided by the First Amendment using contemporary professional practices. In the course of earning their degree, students are expected to achieve the following educational outcomes:

1. Demonstrate strong writing ability.
2. Demonstrate the ability to construct and tell a story effectively in spoken words, images, text and through multi-media.
3. Understand and make use of information technology, and grasp its import for society.
4. Understand effective visual language and how to apply it to create visual messages and enhance communications.
5. Understand the events and issues of the day in public communications and society in an environment both encouraged and deepened by the liberal arts experience.
6. Think analytically, gain numerical proficiency and learn to develop well-researched positions on issues.
7. Demonstrate knowledge of the historical traditions in public communications and of industry practices and products.
8. Demonstrate a knowledge of ethical practice in the communications field, along with an understanding of the responsibilities media practitioners have for the public welfare.
9. Demonstrate an understanding of the First Amendment freedoms of speech and press along with a commitment to using these freedoms in the service of democracy.
10. Demonstrate the ability to work within a team under deadline pressure.
11. Develop the knowledge to compare and contrast media systems around the world.
12. Learn to value, embrace and support diversity in society and the media.
13. Learn to access, evaluate, synthesize and make use of information in the creation of media products.
14. Become media literate and a critical consumer of media content.

Graduate Education

Lorraine Branham, Dean

Joel K. Kaplan, Associate Dean For Professional Graduate Studies

Carol M. Leibler, Director Of Doctoral Studies

The S. I. Newhouse School of Public Communications offers master's degree programs for students who majored in areas other than mass communications as undergraduates, as well as for those with backgrounds in communications. Programs are offered in advertising; arts journalism; broadcast and digital journalism; documentary film and history; magazine, newspaper, and online journalism; media management; media studies; photography; public diplomacy; public relations; and television-radio-film. At the executive, mid-career level, the Newhouse School offers an interdisciplinary, master's degree program in communications management.

At the doctoral level, the mass communications program is designed for advanced study in research, analysis of public communications, and teaching.

For a complete listing of faculty members associated with the Newhouse School, see the *Faculty* section of this online *Course Catalog*.

ADMISSION

Master's Degree Programs

Applicants for master's degree programs must have bachelor's degrees from accredited colleges or universities and must take the aptitude test of the Graduate Record Examination. International students who have not received a previous degree from a college or university in the United States or who have not studied for one year at a college or university in an English-speaking country must take the TOEFL (Test of English as a Foreign Language) examination or IELTS (International English Language Testing Systems) examination, in addition to the GRE. Applicants to the photography master's program and to the communications management limited residency/distance learning master's program are each required to submit a portfolio for admission. Inquiries should be directed to the Graduate Records Office, S. I. Newhouse School of Public Communications, pcgrad@syr.edu

Doctoral Program

Only students with outstanding records will be considered. A candidate must be a graduate of an accredited college or university and have a master's degree or equivalent in communications or a field considered appropriate by the school's committee on graduate programs. In exceptional cases, the master's requirement may be waived. Inquiries about the doctoral program should be directed to Carol Liebler, Director of Doctoral Studies, Newhouse School of Public Communications, masscomm@syr.edu

Programs

Graduate programs in the Newhouse School lead to master's degrees in the sequences described below and to a doctoral degree in mass communications.

All candidates for master's degrees (M.A., M.S.) must satisfactorily complete no fewer than 30 graduate credits approved by the dean of the Newhouse School of Public Communications and the Graduate School. The specific number of credits required varies from 30 to 42 credits. (See the program descriptions for specific requirements under *Academic Offerings*.) At least 50 percent of a student's classroom courses must be 600-level or above. Except where noted, Newhouse courses carry three credits.

With one exception, all work must be done at the University. By petition, matriculated students may transfer a maximum of 6 credits from another approved graduate school. Transfer credits must have been completed no earlier than seven years before degree completion and must be judged applicable to the student's degree program.

The completion of a specific number of courses does not, in itself, qualify the candidate for completion of the program. The degree is awarded only after the student has attained a proficiency in research and knowledge of the methods and philosophy of public communications as demonstrated through completion of a comprehensive examination, thesis, project, or capstone course.

A thesis is required in the media studies program and, in certain cases, allowed in other sequences. A thesis or graduate project is also required for the master's degree in photography. A candidate submitting a thesis must give evidence of original research and be able to defend the thesis successfully before an examining board of faculty from the school. A student required or electing to do the thesis must register for 3 to 6 credits of thesis work.

In other programs, most students choose to do coursework, including a capstone course, instead of writing a thesis. Comprehensive examinations are

required in the public relations and the television-radio-film sequences.

In addition to the M.A. and M.S. degree programs described in the accompanying sequences, the school offers a joint degree program with the College of Law on a space-available basis and a public diplomacy program leading to master's degrees in international relations and public relations.

All inquiries should be directed to the Graduate Records Office, Newhouse School, 215 University Place, Syracuse NY 13244-2100; 315-443-4039 (voice), 315-443-1834 (fax), pcgrad@syr.edu (email). The school maintains a website with additional information: <http://newhouse.syr.edu/>

GRADUATE AWARDS

Newhouse Foundation Fellowship/Internship for Minorities Established in 1993, these awards are made annually to two minority students who wish to enroll in the magazine, newspaper, and online journalism master's program and who intend to pursue a career in newspaper journalism. Only students who are U.S. citizens and who have majored in subjects other than journalism on the undergraduate level are eligible. Funded by the Newhouse Foundation, each award provides free tuition and a monthly stipend for 18 months of study (during which time the student also works as a reporting intern at the *Syracuse Post Standard*) and a competitive entry-level newspaper reporting salary at a guaranteed year-long apprenticeship on a Newhouse newspaper after the awardee earns the master's degree. These awards are offered through the Syracuse University Corporate Access Partnership Program.

Deutsch Diversity Fellowship In January 2009, Donny Deutsch of Deutsch Inc. and the S.I. Newhouse School of Public Communications announced the establishment of a Deutsch Diversity Fellowship Program, which will fund a Newhouse student who is a U.S. citizen from an underrepresented group and who is studying advertising or public relations. Upon completion of the program, the student will have the option of a summer placement with Deutsch or one of its subsidiaries.

Doctoral Awards In addition to University fellowships and scholarships, the Newhouse School funds up to five new doctoral students each year who help support research or the teaching of undergraduate classes. Some research assistants work with either the John Ben Snow Chair or the S.I. Newhouse Chair.

Liu Foundation Multicultural Scholarships Established in 2003, these awards are designated for outstanding applicants who demonstrate financial need, have a background and/or interest in multicultural communications, and demonstrate a career interest related to multicultural communications. Such background interest might be indicated by undergraduate study abroad, an undergraduate major in a foreign language, and/or communications work experience in a non-U.S. setting.

Turner Diversity Fellowships In January 2007, Turner Broadcasting System and the S.I. Newhouse School of Public Communications announced the establishment of the Turner Diversity Fellowship Program. Backed by a four-year gift from Turner, the program will fund graduate studies at Newhouse for two students who are U.S. citizens from underrepresented groups and who are pursuing graduate studies in the areas of advertising; broadcast and digital journalism; media management; or television, radio, and film. The award, made annually, includes fully-funded tuition for a master's degree from Newhouse. Upon completion of the program, fellows have the option of a one-year placement within Turner.

Instructional Associates The S.I. Newhouse School of Public Communications offers several instructional associate positions each year to incoming master's degree students, based on applications made at the point of applying for entry into one of its master's degree programs. These positions offer a maximum of 24 credits and an hourly salary. Assignments are based on the curricular needs of the school. Typically, students who have professional practical experience in producing or writing for the electronic media, computer graphics and maintenance, communications photography, advertising, or public relations are eligible for appointments as instructional associates, as well as those who show promise assisting in introductory mass media and critical perspectives courses.

Executive Education

Master Of Science In Communications Management

The executive master's degree program in communications management is for experienced public relations professionals (minimum of five years experience). Since 1995, the Newhouse School's fine reputation in public relations education has been extended to experienced professionals whose busy work and personal lives won't allow them to earn a master's degree in the traditional manner - even if a good program is just a few miles away. Students come from all types of public relations specializations. They come to our program from across the United States and countries around the world, including Argentina, Brazil, Canada, Germany, Hong Kong, Italy, Lebanon, Poland, Switzerland, the Sudan, Taiwan, Vietnam, and the Caribbean.

This **interdisciplinary program** combines courses in public relations, business and leadership -- the fusion of the knowledge, skills and abilities needed for career advancement in the changing face of the public relations profession in an ever-changing world. Students participate in a highly effective combination of short term residencies and distance learning.

For more information contact the director, Maria Russell, at mprussel@syr.edu or at 315-443-3368.

Research Centers

BLEIER CENTER FOR TELEVISION AND POPULAR CULTURE

The S.I. Newhouse School is the home of the Bleier Center for Television and Popular Culture. The center maintains a large archive of television scripts and history, including videotaped memories of such television pioneers as Steve Allen, Daniel Schorr, and Betty White. The center presents major industry figures as artists-in-residence, sponsors symposia on critical issues in television, and oversees the publication of a Syracuse University Press series of books on television. For further information contact Robert Thompson, director, 315-443-4077, <http://tvcenter.syr.edu/>

TULLY CENTER FOR FREE SPEECH

The S.I. Newhouse School is the home of the Tully Center for Free Speech, which educates students and the public about the value of free speech. The Center sponsors educational programs and conducts research related to media law and free speech, serves as a clearinghouse on media law issues in New York State, and supports interdisciplinary work on free speech topics at Syracuse University. For further information contact the director at 315-443-7353, <http://tully.syr.edu/>

Library Resources And Services

Syracuse University Library supports teaching, learning, and research at the Newhouse School by providing a wide array of research support services, facilities, and on-site and online resources <http://library.syr.edu/>

Library collections in public communications cover advertising, broadcast journalism, print and online journalism, communication theory and research, law of the press, public relations, printing, photography, film, and freelance writing. Communications-related databases, accessible from any location on or off campus, include *Lexis Nexis*, *Factiva*, *The New York Times Historic Archives*, *AP Images*, *Vanderbilt University's Television News Archive*, *JSTOR*, *Communications & Mass Media Complete*, *World Advertising Research Center*, *ProQuest Dissertations & Theses Full Text*, and many more. In addition, the library has hundreds of videos and DVDs, sound recordings, and media trade magazines; collections of the memoirs of foreign correspondents; and private papers of American newsmen, broadcasters, authors, and cartoonists.

The library's Special Collections Research Center is the repository for the papers of several American columnists of national note—Drew Pearson, Westbrook Pegler, George Sokolsky, Harold Ickes, Dorothy Thompson, and Arthur Brisbane; an outstanding collection of prints, negatives, and personal papers of noted photographer Margaret Bourke-White; and personal papers and scripts of communications personalities Norman Corwin, Mike Wallace, and Fulton Lewis Jr., as well as those involved in the business of television, such as Ed Bleier. The library also maintains an extensive archive of scripts, videos, and personal papers in the field of television history, including scripts and production notes from *NYPD Blue* and *Party of Five*; scripts and videotapes of *St. Elsewhere*; and interviews by *Christian Science Monitor* correspondent Arthur Unger and television critic Steven H. Scheuer.

Facilities

The S.I. Newhouse School's Buildings are known on campus as Newhouse 1, 2, and 3. All three buildings have faculty offices and classrooms capable of supporting Web, KeyNote, PowerPoint and advanced multimedia presentations.

Newhouse 1 contains administrative offices; computerized news writing and editing laboratories with research tools, such as SPSS; motion graphic and multimedia laboratories supporting digital imaging, Final-Cut© editing, and digital sound; Adobe Creative Suites©; an advertising/public relations campaigns laboratory; and the Bill Glavin Magazine Lab, a collaborative space for magazine writing and production. There is a large professional photography studio with large-format digital imaging capabilities, and there are laboratories for electronic imaging and digital color printing.

Newhouse 2 contains two television studios with a master control room and an extensive field-equipment facility that monitors the use of dozens of digital video camera systems (HDV, DV, DVCam, DVCpro formats), lights, microphones, and other production accessories. Post-production facilities include linear video-editing suites; nonlinear editing suites (AVID© and Final Cut Pro©), including six high-definition suites; 24-channel, digital music-recording studio; two digital post-production sound studios equipped with Pro Tools© HD and 5.1 surround sound capabilities; an extensive sound effects and music collection; Photoshop© and After Effects© graphic systems; and an encoder and server for video streaming on the web. There is a multiroom complex for teaching broadcast journalism that contains a newsroom and writing laboratories equipped with ELECTRONIC NEWS PRODUCTION SYSTEM© (ENPS); a radio production lab where students edit digital news stories using Audacity©; a studio devoted to learning live reporting; and screening and viewing rooms. In addition, students are involved extensively in the University's Orange Television Network <http://orangetv.syr.edu/>, which is headquartered in Newhouse 2.

Newhouse 3 houses a 350-seat auditorium; a collaborative media suite in which students can build web-based, interactive information sites; executive education interactive classrooms; student lounges; spaces for media-related student activities; and a research center. A dining and social area connects all three buildings in the center of the complex. A glass-enclosed bridge connecting Newhouse 1 and 2 provides a walkway with a winter garden setting for studying or socializing.

Academic Offerings

Advertising (M.A.)

Contact: James Tsao, Chair
318 Newhouse 3, 315-443-7401

Faculty: Amy P. Falkner, Jong-Hyuok Jung, Carla V. Lloyd, Edward W. Russell, Brian Sheehan, James Tsao

The advertising management program includes coursework in advertising practice and management, advertising media, advertising writing, research methods, or communications theory. Students complete the program by developing a comprehensive communications campaign for a real-world client.

Required Courses

GRA 617	Visual Communications Theory and Practice
ADV 601	Introduction to Copy and Layout
ADV 604	Seminar in Advertising Practice and Management (not required for students with previous general advertising courses)
ADV 607	Writing for the Advertising Profession
COM 698	Media Law
MAR 755	Marketing Communications Strategy (or other approved management course)
ADV 625	Advertising Campaigns (6 credits)

Research Requirement (Choose One)

COM 605	Quantitative Methods for Mass Communications Research
COM 606	Qualitative Methods for Mass Communications Research
COM 637	Historical Methods in Mass Media
COM 647	Applied Media Research

Advertising Specialization (Choose One)

ADV 507 Strategic Media Planning
ADV 509 Advertising Research and Planning: A Case Study Approach

Advertising Elective (Choose One)

ADV/ICC 523 Interactive Advertising and e-branding
ADV 526 Fashion Advertising and Promotion
ADV 645 Economics, Persuasion, and the Global Marketplace

Free Elective (Choose One)

Total: 36 credits

Arts Journalism (M.A.)

Contact Johanna Keller, Director
333 Newhouse 2, 315-443-9251

Faculty Beverly Allen, Theo Cateforis, Johanna Keller, Craig MacDonald, Jonathan Massey, Gary M. Radke, David M. Rubin, Robert J. Thompson

The Goldring Arts Journalism program is the first program at an accredited journalism school to train journalists to write about arts and culture. Based at Newhouse, the program is an interdisciplinary collaboration with the School of Architecture, the College of Arts and Sciences, and the College of Visual and Performing Arts, giving students access to an array of arts and journalism courses taught by writers, academics, and artists.

The curriculum offers a uniquely flexible combination of arts and communications courses to meet the educational objectives of each student. The student will arrive with specialized expertise or declared interest in architecture, film, music, popular culture, television, theater, or the visual arts. Working closely with two advisors—the program director and a faculty member specializing in one of the concentrations—students identify their educational objectives and create their own curricula of journalism and arts courses. Through its core courses, the Goldring Arts Journalism program offers opportunities for experiential and cross-disciplinary learning. During the program year, students are encouraged and assisted in interning at media organizations, creating community arts online content, visual and audio journalism, as well as undertaking freelance professional publication in order to build and expand a professional portfolio.

The 36-credit master's degree is completed in one calendar year. The intensive program begins at Syracuse University in early July. In the fall and spring, students take journalism and arts classes and have the option of a magazine or newspaper internship. During the winter break, students attend an arts-immersion trip to New York City, which includes attendance at theater and music performances, film screenings, museum and gallery tours, architectural site visits, symposia, and lectures; encounters with artists and administrators at major arts institutions; and writing workshops with arts editors and writers. The program concludes with a capstone writing workshop in May and June. The program was made possible by a gift from SU Trustee and arts patron Lola Goldring and her husband Allen. Additional information is available at <http://artsjournalism.syr.edu>

Required Courses

AJP 601 Issues for Arts Journalists
AJP 611 Literature of Criticism
AJP 621 Practicum: New York City Arts
AJP 631 Capstone: Arts Writing Workshop
COM 698 Media Law
NEW 605 News Writing and Reporting*

* Students with substantial journalism background may petition to substitute a suitable elective.

Electives (18 Credits)

Additional graduate courses in architecture, film, fine arts, music, or theater, as well as online journalism, communications, internships, and writing courses.

TOTAL: 36 credits

Broadcast And Digital Journalism

Contact Dona Hayes, Chair,
318B Newhouse 3, 315-443-1944.

Faculty Hubert Brown, Michael Cremedas, Frank Currier, Barbara C. Fought, Dona Hayes, E. Robert Lissit, Suzanne Lysak, John Nicholson, Donald C. Torrance, Chris Tuohey, Randy Wenner

The master's degree program in broadcast and digital journalism is designed to provide the necessary combination of practical training and theoretical study to prepare students for careers in electronic journalism. All students take required coursework in writing, information gathering and reporting, editing, producing, and anchoring for both traditional and new media platforms. No previous training in broadcasting or journalism is required.

The final on-campus capstone course for the master's degree involves the production of two daily newscasts. This course is followed by a summer seminar and internship in Washington, D.C.

Required Courses

BDJ 510	Topics in Specialized Practices (1 credit)
BDJ 611	Writing for Broadcast and Digital News
BDJ 636	Critical and Historical Perspectives on Broadcast Journalism
BDJ 663	News Reporting I
BDJ 664	News Reporting II (4 credits)
BDJ 665	News Producing and Presenting (6 credits)
BDJ 667	News Reporting III (4 credits)
BDJ 675	Washington Professional Experience (4 credits)
COM 647	Applied Media Research
COM 698	Media Law

Electives (6 Credits, Choose Two Courses)

Selection varies in any given year.

TOTAL: 40 credits

Communications Management (M.S.)

Limited Residency/Distance Learning Executive Program For Public Relations Professionals

Contact: Maria P. Russell, Academic Director
314 Newhouse 3, 315-443-3368 Fax: 315-443-3946
commgt@syr.edu
http://newhouse.syr.edu/Academics/Communications_Management/overview.cfm

Since 1995, the S.I. Newhouse School of Public Communications and its Department of Public Relations have offered an interdisciplinary 36-credit Independent Study Degree Program leading to a master of science degree in communications management for a select group of experienced public relations practitioners (*minimum five years full-time experience in public relations or related field required*).

The master's program draws upon the interdisciplinary strengths and international reputations of the Newhouse School, the Maxwell School of Citizenship and Public Affairs, and the Martin J. Whitman School of Management. The program takes two years to complete, with a required week-long residency on the Syracuse University campus at the start of the fall term (mid-August); a required week-long residency at Syracuse University's Lubin House in New York City in the spring term (early January); and a required week-long spring residency in Syracuse (mid-May). Students enroll in as many terms as meet their professional and personal schedules, but each enrollment requires the residency.

During the residencies, faculty members present an overview of the entire course and the guidelines for independent study. Upon return to his/her community, the student studies and completes assignments at his/her own pace, meeting predetermined deadlines over the 15-week semester. Access to faculty and fellow students is ongoing through the use of mail, electronic mail, web sites (Blackboard), conference calls or online sessions. After completing 30 to 33 credits (10 or 11 three-credit courses), the student chooses to complete the program with *either* a 6-credit master's thesis *or* a 3-credit applied research project and one additional elective.

Courses in this interdisciplinary program are drawn from the following general areas: public relations theory, public opinion research, research, law, management, communications theory, social media, accounting, finance, organizational behavior, strategic planning, crisis management, problem-solving, conflict resolution, negotiation, leadership, advertising, branding, and marketing.

Documentary Film And History (M.A.)

Contact Richard Breyer, Co-Director
315-443-9249, rlbreyer@syr.edu
Scott Strickland, Co-Director
315-443-5875, jsstrick@syr.edu

The documentary film and history master's program is a cross-disciplinary program with the Maxwell School of Citizenship and Public Affairs. It is designed for those interested in studying the documentary from various points of view—production, distribution, new media, applications to education at all levels. This master's degree also offers students the opportunity to deepen their understanding of history at the same time that they acquire the practical skills of the filmmaker's craft. Documentary film and history students prepare to work as writers, editors, directors, designers, and executives at independent production companies and organizations, such as The History Channel, Learning Channel, and Public Broadcasting Stations. Graduates also teach media and history.

The program's curriculum stresses three general areas of study: writing and production, research, distribution and funding of documentaries and other non-fiction media.

Students in the program begin their studies with an intensive summer experience in July and finish with an internship and production of a documentary the following summer.

Requirements

DFH 610	Documentary Production Research (three 1 credit courses)
DFH 695	Historical Narratives and Interpretations
HST 500 997	Various topics
HST 500 997	Various topics
HST 615	Oral History Workshop <i>or</i> ANT 682 Life Histories/Narratives
HST 802	Modes of Analysis in History
TRF 600	Industry Practicum
TRF 611	Dramatic Writing for Television and Film
TRF 637	Telecommunications Law and Policy
TRF 650	Advanced Practice: Special Projects
TRF 655	Television Practices
TRF 659	Documentary Production
TRF 669	Advanced Practice: Filmmaking

TOTAL: 39 credits

Magazine, Newspaper, And Online Journalism (M.A.)

Contact Melissa Chessher, Director
318 Newhouse 3, 315-443-4004

Faculty Harriet Brown, Melissa Chessher, Steve Davis, Joan A. Deppa, Elizabeth Lynne Flocke, Charlotte Grimes, Joel Kaplan, Robert E. Lloyd, Stephen M. Masielat, Mark Obbie, Jay B. Wright

The magazine, newspaper, and online journalism program prepares students to work on the nation's newspapers, wire services, magazines, and online web sites. Students learn to meet professional standards in whichever specialization they choose: writing, reporting, design, or editing. The program emphasizes deadline requirements, reportage, and field study.

Required Courses

COM 698	Media Law
GRA 617	Visual Communications Theory and Practice
NEW 605	News Writing and Reporting
NEW 608	Principles of Journalism
NEW 617	Advanced Reporting
MNO 631	Journalism Enterprise (6 credits)

Research (Choose One)

COM 605	Quantitative Methods for Mass Communications Research
COM 637	Historical Methods in Mass Media
COM 647	Applied Media Research
COM 755	Communications Theory

Editing/Design (Choose One)

ICC 565	Designing Interactivity
MNO 608	Magazine Editing
NEW 508	Newspaper Editing

Electives (Choose Three; 9 Credits)

Electives will be selected in consultation with the student's advisor from the broad range of graduate offerings in the Newhouse School and the University at large. Many students elect to complete an internship (NEW 535) at one of several Central New York newspapers.

TOTAL: 36 credits

Ph.D. In Mass Communications

Contact: Carol M. Liebler, Director of Doctoral Studies
454 Newhouse 3, 315-443-3372

Faculty: See Faculty listing for the S. I. Newhouse School of Public Communications

The Ph.D. in mass communications in the Newhouse School of Public Communications is rooted in the social and behavioral sciences and is an interdisciplinary degree, with doctoral students taking classes outside the Newhouse School and developing at least one outside area of expertise. Students may draw on an extensive variety of faculty in other schools at Syracuse University.

Students can specialize in the functions and social effects of print and electronic media or focus on media-related institutions in society. Among the topics they might consider are: influences on media content, media influence on social behavior, new communications technologies, advertising influences on consumer behavior, public relations, media law and ethics, diversity and the media, science communication, and political communication.

Coursework includes four areas of study: mass communication theory, research methods and statistics, courses related to the dissertation, and a substantive area outside the Newhouse School (e.g., sociology, psychology, political science, information studies).

Doctoral students complete at least 90 semester credits beyond the bachelor's degree. Of the 90 credits, 18 credits count toward the dissertation. Of the 90 credits, at least 36 classroom credits must be earned in residence at Syracuse University. Doctoral students entering the program with master's degrees should be able to complete the program in three years.

Requisite

Applicants with master's degrees will be given preference for admission to the Ph.D. program.

Required Areas Of Study

Proseminar

COM 701 Proseminar for Graduate Study (0 credit)

Mass Communication Theory at least 15 credits, including:

COM 755 Communications Theory
TRF 698 Social Effects of Television
COM 788 Theories of Media Content

Research Methods and Statistics at least 15 credits, including:

COM 605 Quantitative Methods for Mass Communications Research

Two of the following courses:

COM 700 Advanced Research Methods—Experimental Design
COM 700 Advanced Research Methods—Qualitative Research
COM 806 Advanced Survey Research Methods
COM 807 Content Analysis Research Methods

and two statistics courses.

Concentration #1

At least 15 credits of coursework in an academic area outside the Newhouse School.

Concentration #2

At least 15 credits of coursework in an area of interest to support the dissertation topic.

Dissertation (usually 18 credits).

Media Management (M.S.)

Contact Stephen Masielat, Director
255A Newhouse 3, 315-443-9243.

Newhouse faculty: See faculty listings for the S.I. Newhouse School of Public Communications. *Management faculty:* See faculty listings under M.B.A. program in the Martin J. Whitman School of Management.

This program focuses on the management, finance, and marketing functions of the communications industry. The master of science degree in media management is granted jointly by the Newhouse School of Public Communications and the Martin J. Whitman School of Management. The required number of graduate credits varies from 36 to 42, depending upon the student's prior academic background.

Requirements Of The Newhouse School Of Public Communications

Required Course

TRF 683 Communications Industry Frontiers

Mass Communications Research/Theory (choose one)

COM 605 Quantitative Methods for Mass Communications Research
COM 637 Historical Methods in Mass Media
COM 647 Applied Media Research
COM 755 Communications Theory

Mass Communications Law (choose one)

COM 698 Media Law
TRF 637 Telecommunications Law and Policy

Media Management (choose two)

ADV 604 Advertising Practice and Management
NEW 608 Principles of Journalism
PRL 605 Organizational Public Relations
TRF 592 Film Business
TRF 594 The Television Business

Capstone

TRF 689 Media Management Capstone (6 credits)

Requirements Of The Martin J. Whitman School Of Management

Required Courses

MBC 639 Leadership in Organizations

MBC 603	Creating Customer Value (1.5 crs)
MBC 604	Managing the Market Mix(1.5 crs)
MBC 607	Understanding Financial Statements (1.5 crs)
MBC 609	Accounting for Managerial Decisions (1.5 crs)
MBC 618	Competitive Strategy (1.5 crs)
MBC 619	Corporate Strategy (1.5 crs)

Elective (3 credits)

Choose Management elective with permission of program director.

Students without prior background in communications must complete an additional 6 credits in Newhouse course-work chosen in conjunction with the program director.

Total: 36-42 credits

Media Studies (M.A.)

Contact Carol M. Liebler, Director
454 Newhouse 3, 315-443-3372.

Faculty: See Faculty for the S.I. Newhouse School of Public Communications

This program emphasizes media processes and effects. Areas of inquiry include, but are not limited to, political communication, social effects, and media and diversity. This program stresses media theory and research, with students exploring a topic of their choosing in a culminating thesis. It is excellent preparation for more advanced study at the doctoral level or for research-oriented jobs in the private or public sector.

Requisite

Three credits of undergraduate or graduate coursework in media skills. Extensive professional experience can be substituted by petition.

Required Courses

COM 701	Proseminar for Graduate Study (0 credit)
COM 605	Quantitative Methods for Mass Communications Research
COM 606	Qualitative Methods for Mass Communications Research
COM 698	Media Law <i>or</i>
TRF 637	Telecommunications Law and Policy
COM 601	Thesis Design
COM 755	Communications Theory

Graduate-level professional skills course approved by student's advisor.

Perspectives in Communications Course (Choose Two)

ADV 645	Economics, Persuasion, and the Global Marketplace
COM 646	Media and Diversity
COM 688	Origins of Contemporary Media Issues
COM 740	Selected Topics in Research Communications
COM 788	Theories of Media Content
NEW 608	Principles of Journalism
TRF 636	Critical and Historical Perspectives on Television, Radio, and Film
TRF 683	Communications Industry Frontiers
TRF 698	Social Effects of Television

Electives 9 Credits (Choose Three)

Elective courses will be selected in consultation with the student's advisor from the broad range of graduate offerings in the Newhouse School and the University at large.

Thesis (3 Credits)

TOTAL: 36 credits

Photography (M.S.)

Contact Anthony Golden, Chair, Multimedia Photography and Design
318 Newhouse 3, 315-443-2304

Faculty Anthony R. Golden, Ken Harper, Lawrence Mason Jr., Bruce Strong, David C. Sutherland, Sherri Taylor

The graduate program in communications photography is for advanced students who wish further study in a specialized area. The program places strong emphasis on multimedia storytelling principles and technology. To augment the emphasis on visual communication, the program also includes communications research and/or theory for photojournalism and other communications fields, such as advertising and illustration photography.

Prerequisites

All students admitted to the program must have backgrounds in communications- style photography. A portfolio is required and should be sent separately to Professor Anthony Golden, Chair, Department of Multimedia Photography and Design, Newhouse School, 215 University Place, Syracuse NY 13244. Images should be presented on a CD/DVD in jpeg or Photoshop format at 10" x 100 dpi.

PROGRAM OPTION A: THESIS

Required Courses

COM 997 Master's Thesis, 6 credits
GRA 617 Visual Communications Theory and Practice
PHO 608 Problems in Photography

Photography (choose one)

PHO 604 Advertising and Illustration Photography II
PHO 625 Picture and Multimedia Editing

Mass Communications and Society (choose one)

COM 605 Quantitative Methods for Mass Communications Research
COM 698 Media Law
COM 755 Communications Theory

Photo Electives

6 credits from graduate-level photography courses.

General Electives

6 credits of graduate coursework.

Students who elect to write a thesis should have an idea for a topic early in the program. The thesis may be creative, historical, scientific, or statistical in nature.

PROGRAM OPTION B: SPECIAL PROJECT

Required Courses

COM 605 Quantitative Methods for Mass Communications Research *or*
COM 755 Communications Theory
COM 698 Media Law
GRA 617 Visual Communications Theory and Practice
PHO 608 Problems in Photography *or*
PHO 609 Problems in Photography

Photography (choose one)

PHO 604 Advertising and Illustration Photography II
PHO 625 Picture and Multimedia Editing

Photo Electives

9 credits from graduate-level photography courses

General Electives

9 credits of graduate coursework

In addition to the above courses, the student must submit a proposal to the faculty for a major and significant photographic project. After approval and successful completion of this project along with the above coursework, the faculty will recommend the candidate to the Graduate School for the master's degree.

Total: 30-33 credits

Public Diplomacy (M.S. & M.A.)

Public Diplomacy

Contact Dennis F. Kinsey, Director
452 Newhouse 3, 315-443-1944
<http://publicdiplomacy.syr.edu/>

Faculty See faculty listing under International Relations in the Maxwell School and under Public Relations in the Newhouse School.

The Maxwell School of Citizenship and Public Affairs and the S.I. Newhouse School of Public Communications offer a multidisciplinary graduate program leading to the master of arts (M.A.) degree in international relations **and** the master of science (M.S.) degree in public relations. This dual-degree program is offered jointly by the Maxwell School's program in international relations and the Newhouse School's Department of Public Relations. It is designed to train professionals to assume public communications responsibilities for governments, non-governmental organizations, and the private sector.

Successful completion requires 58 credits of coursework. The program begins in early July with a summer-long gateway seminar, introducing students to the fields of public diplomacy, public communications, and their cross-disciplinary synthesis. During the fall and spring semesters, students take courses at the Maxwell and Newhouse schools. The following summer, students complete an off-campus experience at one of the following locations: Washington, D.C.; Geneva, Switzerland; Vienna, Austria; or Strasbourg, France. Students resume coursework in the second fall semester and finish the program that spring in

Washington, D.C., where they complete a required internship and attend two special seminars addressing issues in public diplomacy and public communication at Syracuse University's Paul Greenberg House.

Required Courses At The S.I. Newhouse School Of Public Communications

Communications

COM 698 Media Law

Graphic Design

GRA 617 Visual Communications Theory and Practice

Newspaper and Online Journalism

NEW 605 News Writing and Reporting

Public Relations

PRL 602 Introduction to Public Diplomacy and Communications

PRL 605 Organizational Public Relations

PRL 604 Public Relations Writing

PRL 611 Public Relations Research

PRL 615 Public Relations Campaigns

PRL 725 Public Relations Management

PRL 735 Public Relations Practicum

Required Courses At The Maxwell School Of Citizenship And Public Affairs

Economics

ECN 601 Survey Microeconomic Theory

International Relations Program

IRP 645 History of International Relations

IRP 704 Quantitative Skills in International Relations

IRP 705 Strategic Planning, Implementation and Evaluation in International Affairs

IRP 707 Culture in World Affairs

IRP 708 Issues for 21st Century Public Diplomacy

IRP 709 Public Communication in the Digital Era: Bridging Public Affairs and Institution Building

IRP 706 International Relations Capstone Seminar (1 credit)

IRP Internship (6 credits)

TOTAL: 58 credits

Public Relations (M.S.)

Contact Brenda Wrigley, Chair
318 Newhouse 3, 315-443-1911

The internationally recognized public relations program at Newhouse is one of the few programs in the country that offers public relations education at the undergraduate, master's, and mid-career levels. In addition to the master's program described below, please note that the Newhouse School offers a distance-learning Master's program in communications management and a dual Master's program in public diplomacy, resulting in degrees in Public Relations and in International Relations. Information about these programs can be found under *Academic Offerings*.

The 36-credit program in public relations is an intensive thirteen months of professional study primarily for recent college graduates seeking entry into the field of public relations. The program also enrolls public relations practitioners with fewer than five years of experience who are seeking to renew and refine their skills. In either case, master's degree students have the opportunity to explore in depth the theoretical underpinnings of the practice. The program is distinguished by its many fine alumni both nationally and abroad, working and teaching in the full spectrum of public relations specialties.

Students choose between two tracks: one that leads to a career in the practice of public relations, the other to advanced study in preparation for a teaching and/or research career. The professional track is completed by a capstone examination and internship. The thesis track is completed by a thesis.

PROFESSIONAL TRACK

Requirements

GRA 617 Visual Communications Theory and Practice

NEW 605 News Writing and Reporting

COM 698 Media Law

PRL 604 Public Relations Writing

PRL 605 Organizational Public Relations

PRL 611 Public Relations Research

PRL 615 Public Relations Campaigns

PRL 635 Public Relations Culminating Experience (6 credits)

PRL 725 Public Relations Management

Comprehensive exam required

Electives (Choose Two)

Elective courses will be selected in consultation with the student's advisor from the broad range of graduate offerings in the Newhouse School and the University at large.

THESIS TRACK

Requirements

GRA 617	Visual Communications Theory and Practice
NEW 605	News Writing and Reporting
COM 605	Quantitative Methods for Mass Communications Research
COM 698	Media Law
COM 755	Communications Theory
PRL 604	Public Relations Writing
PRL 605	Organizational Public Relations
PRL 611	Public Relations Research
PRL 615	Public Relations Campaigns
PRL 725	Public Relations Management

Thesis (6 credits) required

Total: 36 credits

Television, Radio And Film (M.A.)

Contact Michael Schoonmaker, Chair
318 Newhouse 3, 315-443-4004

Television-radio-film (TRF) graduates work as writers, directors, editors, producers, media executives, multimedia designers, managers, entertainment lawyers, and agents. Some run their own businesses, while others work for organizations like MTV, CAA, CNN, Time Warner, NBC, Nickelodeon, Court TV, and Paramount Pictures.

The department's curriculum stresses three general areas of study:

Writing And Production

Students are taught to tell stories aurally and visually. They have the opportunity to study and practice a wide variety of styles and techniques.

Decision Making And Regulation

Students examine the foundations and dynamics of the television, radio, film, and interactive media businesses.

Critical Issues

Students study the literature of electronic media and cinema, as well as their social and cultural implications. These courses are offered in association with The Bleier Center for Television and Popular Culture, <http://tvcenter.syr.edu/>

Students begin their studies with an intensive summer experience in July. Most finish the program with a major-market internship (N.Y.C. or L.A.) during the first six weeks of the following summer. Students may also participate in the week-long New York and Los Angeles Industry seminars over winter break.

The TRF program of study consists of 12 courses: 4 requirements, and 8 electives across the 3 categories of writing/production, management, and mass communications and society. At least 18 credits of the program's total 36 credits of coursework must be 600-level or above. Students must pass a comprehensive examination, which they are eligible to take upon completion of 30 credits.

Requirements (12 Credits)

TRF 636	Critical and Historical Perspectives on Television, Radio, and Film
TRF 637	Telecommunications Law and Policy
TRF 655	Television Practices
TRF 696	Television Research

Group Electives (24 Credits)

Students select a minimum of eight courses, at least one from each of the subject areas listed below. Students may petition courses from other Newhouse or University programs to count as electives in their program of study. Courses are 3 credits, unless otherwise noted.

Group I Management

TRF 510	Specialized Practice (1-credit modules)
TRF 592	Film Business
TRF 593	Radio Business
TRF 594	Television Business
TRF 595	Programming and Audience Analysis
TRF 600	Industry Practicum
TRF 600	The Business of Development
TRF 661	Advanced Management Seminar
TRF 683	Communications Industry Frontiers

Group II Mass Communications and Society

(Offered in association with The Bleier Center for Television and Popular Culture)

TRF 530	Popular Culture Studies: Selected Topics
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TRF 560 Topics in International Perspectives
TRF 600 Critical Methodologies
TRF 634 Children and Television
TRF 698 Social Effects of Television

Group III Writing and Production

TRF 500 Selected Topics (Writing/Production)
TRF 510 Specialized Practice (1-credit modules)
TRF 545 Television and Radio Performance
TRF 611 Dramatic Writing for Television and Film
TRF 612 Persuasive Writing
TRF 613 Writing and Designing the Documentary
TRF 614 Writing and Designing for Interactive Media
TRF 621 Feature Film Writing
TRF 622 Comedy Writing
TRF 624 Script Development
TRF 650 Advanced Practice: Special Projects (1 credit modules)
TRF 651 Filmmaking
TRF 652 Television Production
TRF 653 Shortform Production
TRF 654 Music Recording
TRF 656 Sound for Picture
TRF 657 Music Underscoring
TRF 659 Documentary Production
TRF 665 Production Practicum-Television
TRF 667 Screenwriting Master Class
TRF 668 Advanced Practice: Audio
TRF 669 Advanced Practice: Filmmaking

Total: 36 credits

Courses

Advertising

ADV 500 Selected Topics 1-6 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ADV 507 Strategic Media Planning 3 S

Students will develop a strategic and advanced working knowledge of advertising media planning and buying, audience measurement, media research, new media concepts, audience segmentation and sales presentation. PREREQ: ADV 307.

ADV 509 Advertising Research and Planning: A Case Study Approach 3 S

Students will learn how to apply theory and practice of advertising research by analyzing cases and studies in marketing communications and academic publications. Account planning, qualitative, and quantitative research skills are emphasized. PREREQ: ADV 208.

ADV 522 Direct Response Advertising 3 IR

Structure and organization of direct-response advertising. Regulatory agencies influencing direct-response advertising. Creative methods; research procedures for preparing, presenting, and evaluating direct-advertising campaigns. Problematic areas.

ADV 523 Interactive Advertising and e-branding 3 IR

Crosslisted with: ICC 523
Exploration of interactive advertising and e-branding. Strategies for building an online brand. Use of interactive technologies to develop customer relationships. Prereq: for ADV 523: ADV 206 and 207, and either ADV 401 or ADV 507/509; for graduate students: ADV 604. Prereq: for ICC 523: permission of department. PREREQ: ADV 206, 207, ADV 401 OR ADV 206, 207, 507, 509 OR 604.

ADV 526 Fashion Advertising and Promotion 3 Y

How advertising and promotion build fashion brands, ranging from top designers to local retailers. Students learn how to apply the comprehensive strategic planning process used in advertising to build fashion brands.

ADV 535 Advertising Practicum 3 IR

Practical work experiences in advertising sales creativity, management, and research with advertisers, agencies, media, or auxiliary services. Weekly class sessions, discussions of supplemental advertising topics, daily journal entries and final experimental report. Restricted to juniors, seniors, and graduate students with permission of instructor. PREREQ: ADV 207 OR ADV 401 OR ADV 402.

ADV 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ADV 601 Introduction to Copy and Layout 3 Y

Students will be exposed to the entire creative process of writing and designing ads in order to develop their ability to judge, as future advertising managers, what comprises a strong ad campaign. PREREQ: ADV 604, GRA 617.

ADV 604 Seminar in Advertising Practice and Layout 3 Y

Examination of advertising with the modern business structure; corporation; agency and media relationships; analysis of creative, research, and planning aspects.

ADV 607 Writing for the Advertising Profession 3 SS

The fundamentals of researching and developing advertising strategies for campaigns. Students will gain proficiency in professional and creative/persuasive writing used in internal and external communications by advertising managers. Advertising graduate students only.

ADV 625 Advertising Campaigns 6 SS

Capstone course for students in advertising master's program. During 6-week summer session develop comprehensive marketing communications campaign for a local organization. Work from problem identification through final creative executions. Intensive, hands-on experience. Graduate standing. PREREQ: ADV 604.

ADV 645 Economics, Persuasion, and the Global Marketplace 3 Y

Double Numbered with: ADV 345
Persuasive communications' impact on and relationship to society. Evaluation of effects of advertising on national and global economies. Critical evaluation of persuasive appeals. Discussion of marketing to children, political persuasion, alcohol and tobacco promotion. Additional work required of graduate students.

Arts Journalism

AJP 601 Issues for Arts Journalists 3 SS

The arts and popular culture in the mass media, the economics and economic impact of the arts, legal issues, how nonprofit organizations function, and current aesthetic trends. The presentation and reception of various arts in contemporary society.

AJP 611 Literature of Criticism 3 Y

Reading arts and cultural criticism in such fields as architecture, fashion, film, popular culture, television, theater and visual arts. PREREQ: AJP 601.

AJP 621 Practicum: New York City Arts 3 Y

Ten-day arts immersion trip to New York City. Performing arts events, museum and studio visits, rehearsals, backstage tours, meetings with artists and arts professionals; working sessions with arts editors. Writing arts reviews. PREREQ: AJP 601.

AJP 631 Capstone Arts Writing Workshop 6 SS

Capstone experience for graduate Arts Journalism majors. Students will research, write, and revise substantive works of arts journalism in workshop environment. PREREQ: AJP 601, 611, 621.

Broadcast And Digital Journali

BDJ 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

BDJ 510 Topics in Specialized Practices 1 Y

Development of skills that enhance the news product. Different sections could focus on different specialized practices such as internet research or vocal performance. PREREQ: BDJ 204 OR NEW 205 OR BDJ 663. R2, 3 credits maximum

BDJ 530 Selected Topics in Specialized Reporting II 3 S

Event and issue-oriented reporting. Each section focuses on a content area such as politics, consumerism, or the environment. Upperclass or graduate standing and completion of a basic reporting class required. PREREQ: BDJ 364 OR 464 OR 663 OR 664. R1, 6 credits maximum

BDJ 560 Television News Magazine Production 1 S

Students produce a weekly public affairs show, which explores topics important to the University and Syracuse community. This magazine show includes field reports and studio interviews. Student jobs include booking guests, reporting, and producing. R2, 3 credits maximum

BDJ 567 Advanced Newscast Producing and News Management 3 Y

The theory and practice of producing television newscasts. Introduces the basics of broadcast news management. Covers the concepts of being a newsroom leader. PREREQ: BDJ 465.

BDJ 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

BDJ 611 Writing for Broadcast and Digital News 3 SS

Basic techniques of writing broadcast and digital news stories. Emphasis on learning to write radio, web and television stories under deadline pressure. Interviewing and information gathering are also studied. COREQ: BDJ 663.

BDJ 636 Critical and Historical Perspectives on Broadcast Journalism 3 Y

History, economics, and traditions of broadcast journalism with particular emphasis on contemporary ethical challenges. Must be enrolled in the BDJ master's program.

BDJ 663 News Reporting I 3 SS

News reporting, writing for broadcast and web, and newscast production using audio as the principal technology. Students cover real news stories on deadline, using state-of-the-art digital audio editing equipment.
COREQ: BDJ 611.

BDJ 664 News Reporting II 4 Y

Gathering and reporting news on deadline using electronic means. Involves shooting video, video editing, reporting, and writing for broadcast and Web. Taped and live performance are both emphasized.
PREREQ: BDJ 663.

BDJ 665 News Producing & Presenting 6 SS

Students produce television newscasts and file stories to a website. Students rotate in positions including producers, writers, editors, anchors, sport, and weather. The newscasts are delivered on a professional news set.
PREREQ: BDJ 664.

BDJ 667 News Reporting III 4 Y

Planning and production of longer news-related program segments of professional quality. Writing, research, and execution of mini-documentaries, enterprise reports and multi-media web stories.
PREREQ: BDJ 664.

BDJ 668 Newsroom Operations 2 Y

How newsrooms cover and present daily news. Technical and editorial issues facing reporters, producers, and managers, featuring broadcast industry guest speakers and internships at television stations across upstate New York.
PREREQ: BDJ 663.

BDJ 670 Experience Credit 1-6 IR

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

BDJ 675 Washington Professional Experience 4 SS

The D.C. experience is a capstone course for Broadcast and Digital Journalism graduate students. Its key elements are a substantive internship in the D.C. area and seminars with top journalists and high-level government officials. First offered in Summer 2011
PREREQ: BDJ 665.

BDJ 690 Independent Study 1-6 IR

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

Communications**COM 500 Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

COM 505 Communications Law for Journalists 3 S

Survey of communications law emphasizing First Amendment issues: libel, privacy, confidentiality, access to information, etc. for journalists. Students may not receive credit for more than one of the following: COM 505,506,507.

COM 506 Communications Law for Television, Radio, Film 3 S

Survey of communications law emphasizing First Amendment and regulatory law as they pertain to television, radio, film. Students may not receive credit for more than one of the following: COM 505,506, 507.
PREREQ: TRF 235.

COM 507 Communications Law for Advertising and Public Relations 3 S

Survey of communications law emphasizing applications to advertising and public relations. Students may not receive credit for more than one of the following: COM 505,506,507.

COM 515 History of Media in the United States in the Modern Age 3 IR

Print and electronic media in the United States in the context of social and political developments in the 20th century.

COM 527 International Communications 3 IR

Communication of news and opinion among nations and under varying types of social, political, and economic systems. Roles of mass media, news agencies, governments, and communications systems. Offered at SU Abroad Centers in London and Strasbourg.

COM 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

COM 601 Thesis Design 3 SS

All aspects of designing master's thesis research. Students write proposals that include introductory, literature review, and methodology chapters. Practical matters associated with successful completion of a thesis. Minimum of 18 credits completed in the Media Studies program.

COM 605 Quantitative Methods for Mass Communications Research 3 Y

Philosophical and practical implications of quantitative research. Application of survey research, experiments and content analysis to mass communications research. Statistical analysis and use of statistical software. Students conduct primary research.

COM 606 Qualitative Methods for Mass Communications Research 3 Y

Philosophical and practical implications of qualitative research. Application of textual analysis, in-depth interviews, and focus groups to mass communications research. Analysis of qualitative data and writing of research results. Students conduct primary research.

COM 637 Historical Methods in Mass Media 3 Y

Seminar in media problems explored via qualitative-historiographic research techniques. For students writing theses, planning for research and teaching, or planning specialized careers in investigative reporting.

COM 646 Media and Diversity 3 Y

Analysis of contemporary media processes as they relate to race, ethnicity, class, gender, and sexual orientation.

COM 647 Applied Media Research 3 Y

Application of communications research techniques to specific problems of broadcasting, advertising, newspapers, magazines, and public relations. Individual and group projects.

COM 660 Readings/Mass Communications 1-3 S

Reading course for master's candidates. Close supervision by instructor. Covering examination and grade required. Assigned readings. R5, 6 credits maximum

COM 670 Experience Credit 1-6 S

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

COM 688 Origins of Contemporary Media Issues 3 IR

Historic origins and development of current issues in mass communications, involving the structure and function of the media.

COM 690 Independent Study 1-6 S

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. R

COM 698 Media Law 3 S

Problems in media law, including libel, privacy, fair trial/free press, obscenity.

COM 700 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

COM 701 Proseminar for Graduate Study 0-3 Y

Required for all first-year Ph.D. and media studies master's students. Topics to include academic integrity, research resources, faculty research. Specific focus to vary annually.

COM 740 Selected Topics in Research Communications 3 IR

Problems that grow out of experiences of professional workers in communications, or problems that will prepare students for work in highly specialized fields. Particularly for students who have had NEW 615. R1, 6 credits maximum

COM 746 Techniques of Communications Research 3 IR

Concepts and techniques of communications research. How the techniques developed and how they have been applied. Newspaper, magazine, and public relations fields.

COM 755 Communications Theory 3 Y

Application of information theory to mass communications problems. Nature of the communications process in groups and between mass media and audiences. Contribution of theoretical concepts to solving specific problems.

COM 788 Theories of Media Content 3 IR

Influences on media content over five levels of analysis: individual, media routines, organizational, social institutions, and social systems. Seminar participants are responsible for leading discussions and writing a theoretical paper.

COM 800 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

COM 806 Advanced Survey Research Methods 3 E

Seminar provides hands-on experience with a telephone survey and discussion of other survey methods. Students design their research studies, using data collected from the common survey, and write quantitative research papers.

COM 807 Content Analysis Research Methods 3 O

Quantitative content analysis designs and methods. Students are required to propose and complete a quantitative research paper. Students are encouraged to submit their papers to academic conferences.

COM 990 Readings: Doctorate 1-6 S

Undifferentiated program for individualized study for students working for doctorate. R1, 12 credits maximum

COM 997 Masters Thesis 1-6 S

R

COM 999 Dissertation 1-18 S

R17, 18 credits maximum

Documentary Film And History

DFH 600 Selected Topics in Documentary Film and History 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

DFH 610 Documentary Production Research 1 S

Analyzes the unique collaborative nature of the documentary through screenings of important work in the genre, readings and lectures by visiting professionals. Students design research strategies and write proposals for a Documentary Film and History thesis. R2, 3 credits maximum

DFH 695 Historical Narratives and Interpretation 3 Y

Crosslisted with: HST 695

Comparison and exploration of the documentary and the written word as alternative formats for presenting history. Documentaries and historical writings are examined and discussed using case studies.

Graphic Arts

GRA 540 Advanced Design and Production 3 Y

Students work out plans, specifications, and details of design, layout, illustration, production. Classic and contemporary styles; functional design. Open only to seniors and graduate students who have completed the undergraduate courses in graphic arts or have had the equivalent in outside experience. PREREQ: GRA 217 OR GRA 617. R1, 6 credits maximum

GRA 547 Magazine Design and Production 3 IR

Principles of magazine graphics using current practices and technology to create magazine designs. Digital typography, layout, cover design, computer-based production. Credit cannot be given for GRA 547 and GRA 567. PREREQ: GRA 217 OR GRA 617.

GRA 550 Workshop in Typography 1-3 IR

Typographic work under faculty member or committee guidance. Individual or group projects with faculty assistance, critique. Projects include any typographic application to public communications. May not be repeated for credit. PREREQ: GRA 217 OR GRA 617.

GRA 557 Information Graphics 3 IR

Principles and techniques of information visualization for public communications applications including journalism, advertising, and public relations. Emphasis on principles of quantitative and qualitative research for information graphics and techniques of visual narrative and information-based design. PREREQ: GRA 356.

GRA 567 Advertising Production 3 IR

Development of ad campaigns from thumbnail sketches through finished comps. Emphasizing concept and its stylistically appropriate expression through typography, layout, and use of photography/illustration publishing standards including current computer software for design. Concurrent lab required. PREREQ: GRA 217 OR GRA 617.

GRA 587 News Design 3 Y

Principles of typography, image editing, and design using computer pagination to solve problems in newspaper, magazine layout. Restricted to juniors, seniors, and graduate students. PREREQ: GRA 217 OR 617.

GRA 617 Visual Communications Theory and Practice 3 SS

Visual problem-solving including conceptualization, typography, design, image editing, and production of printed communications. Applies current practices and digital equipment to implement visual theories and principles. Concurrent lab required.

GRA 637 Typographic Design 3 Y

Double Numbered with: GRA 437
Exploration of proper techniques for the setting of typography. Study of history of graphic design and typeface design. Focus on expressive and functional use of type as it relates to print, web and motion graphics. Additional work required of graduate students.

GRA 647 Motion Graphics and User Experience 3 Y

Double Numbered with: GRA 447
Using the latest in motion graphics and interface design technologies, students learn to build rich user experiences. Students will create web user interfaces and multimedia productions using video, still images, audio and type. Additional work required of graduate students.

GRA 677 Graphic Design Problems 3 Y

Double Numbered with: GRA 477
Individual investigation into problems in graphic design. Collaborative work with other departments. Projects designed by students and carried out under guidance of faculty. Projects submitted for print or web. PREREQ: GRA 637 OR 647..

Interactive Communications Core

ICC 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ICC 505 Web Journalism and Innovation 3 S

Collaborate with students and professors to produce engaging Web products for the campus community by utilizing multimedia skills, learning interactive Web production systems and gaining an understanding of the changing media landscape. PREREQ: NEW 305 OR BDJ 364 OR NEW 617 OR BDJ 663.

ICC 523 Interactive Advertising and e-branding 3 Y

Crosslisted with: ADV 523
Exploration of interactive advertising and e-branding. Strategies for building an online brand. Use of interactive technologies to develop customer relationships. Prereq: for ADV 523: ADV 206 and 207, and either ADV 401 or ADV 507/509; for graduate students: ADV 604. Prereq: for ICC 523: permission of department.

ICC 565 Designing Interactivity 3 S

Students work in teams to design interactive computer-based public communication systems/applications. Using multimedia authoring systems of HTML, teams will research, design, and evaluate public communication problems for computer-based delivery.

PREREQ: GRA 217, NEW 205 OR PRL 205.

ICC 575 Communicating with Computers 3 IR

Using computers for interactive, multi-media programs and presentations with emphasis on information and entertainment. Students create individual projects using a time-based media software such as Flash.

PREREQ: ICC 565.

ICC 585 Advanced Interactive Communication 3 IR

Practical experience in non-linear storytelling and/or information design. Creation of messages and interfaces using audio, visual, and tactile cues to direct and enhance user comprehension. Delivery of content through CD-ROM and Internet technology.

PREREQ: ICC 555 OR ICC 565.

ICC 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ICC 601 Technology of the New Media 3 IR

Introduction to the digital technology used to produce computer-based interactive multimedia CD-ROMs and web sites. Basic manipulation of digital still images, motion video, sound, and graphics.

ICC 605 Writing for New Media 3 IR

Introduction to conceptualizing, planning, and writing interactive multimedia applications. Students learn and apply theories of interactive design for planning creative and technical documents and study the development process for client-driven CD-ROM and web projects.

ICC 625 New Media Business 3 S

The forces and drivers that shape the corporate structures, strategies, products, services, costs, and revenue in offline and networked New Media. Students apply traditional and evolving business principles to develop entrepreneurial new media business plans.

PREREQ: ICC 601, 605.

ICC 635 New Media Culminating Experience 6 IR

Students work full-time in a professional setting, with online discussions, assigned readings and a final project. Student must have completed 30 hours toward New Media Master's degree.

ICC 695 Proseminar on New Media 3 IR

The perspectives of new media professionals and the industries in which they work. Students will develop the theoretical groundwork and documentation for their capstone projects.

PREREQ: ICC 625.

ICC 696 New Media Capstone Workshop 6 IR

The capstone project demonstrates the student's ability to conceptualize and produce a new media project that delivers content interactively to an audience.

PREREQ: ICC 695.

Magazine**MAG 500 Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MAG 518 Critical Writing 3 Y

Criticism and its function in journalism. Reviewing books, plays, motion pictures, and other art forms.

PREREQ: NEW 205.

MAG 538 Travel Writing 3 Y

Writing and selling magazine articles about traveling and specific geographic areas. Students will write in a variety of styles, especially exploring the narrative form.

PREREQ: NEW 305 OR NEW 617.

Magazine, Newspaper, And Online Journalism**MNO 600 Selected Topics: Magazine, Newspaper, and Online Journalism 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MNO 606 Magazine Article Writing 3 Y

Writing and selling basic types of magazine articles: ideas, slanting, research, organization, dealings with editors. Students write one full-length article. Additional work required of graduate students.

PREREQ: NEW 605.

MNO 608 Magazine Editing 3 S

Editing and rewriting copy for magazines: ideas, heads, decks, story organization. Pictures, layout, dummy production. Additional work required of graduate students.

PREREQ: NEW 605.

MNO 629 Magazine Management 3 Y

Creating a prototype and business plan for a start-up magazine, including reporting, writing, editing, and designing a launch issue. Class works in teams and concludes with a pitch of each idea.

PREREQ: MNO 608.

MNO 631 Journalism Enterprise 6 SS

A capstone experience for graduate magazine, newspaper, and online journalism majors. Students will devote 200 hours per term as part of a reporting/writing/editing team. Students will produce a publishable journalism project.

PREREQ: NEW 605, 617.

Multimedia, Photography And De**MPD 606 Advertising and Illustration Photography Capstone 3 IR**

Double Numbered with: MPD 406

Using advanced photo illustration skills, students collaborate with other Newhouse majors and on a major department project. Students develop their individual brand producing multimedia work for their print and web portfolio. Students cannot receive credit for more than one of the following: MPD 406/606, MPD 426/626, MPD 478/678. Additional work required of graduate students.

PREREQ: PHO 604.

MPD 626 Multimedia and Photojournalism Capstone 3 Y

Double Numbered with: MPD 426

Using advanced multimedia and journalism skills students work in collaboration with other Newhouse majors and on a major department project. Students develop their individual brand producing multimedia work for their print and web portfolio. Students cannot receive credit for more than one of the following: MPD 406/606, MPD 426/626, MPD 478/678. Additional work required of graduate students.

MPD 678 Graphic Design Capstone 3 IR

Double Numbered with: MPD 478

Using advanced interactive and graphic design skills students work in collaboration with other Newhouse majors and on a major department project. Students develop an individual brand producing multimedia work for their print and web portfolio. Students cannot receive credit for more than one of the following: MPD 406/606, MPD 426/626, MPD 478/678.

Additional work required of graduate students
PREREQ: GRA 677.

Newspaper**NEW 500 Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

NEW 507 Research in Reporting 3 IR

Qualitative and quantitative approaches to research used by practicing writers and editors in all media.

PREREQ: NEW 205, COM 107.

NEW 508 Newspaper Editing 3 S

Preparation of copy for publication. Headline writing. Correction of copy. Evaluation of news. Condensation of news stories. News display and makeup.

PREREQ: NEW 205, GRA 217 OR NEW 605, GRA 617.

NEW 509 Advanced Newspaper Editing 3 Y

Copy editing, headlines, visuals, design, and technology. Handling departments and special sections, editing complex copy. Significant trends in newspaper editing.

PREREQ: MAG 408 OR NEW 508 OR MNO 608.

NEW 528 Newspaper Administration 3 IR
Coordination of departments. Sources of income. Publication costs. Relative expenses for management, advertising, circulation, and the mechanical and editorial departments. Salary and wage schedules. Labor relations.

NEW 530 Selected Topics in Specialized Reporting 3 S
Event- and issue-oriented reporting in politics, courts, science, environment, minorities, education, local government. One news area to a section. Open only to juniors, seniors, and graduate students.
PREREQ: NEW 305. R1, 6 credits maximum

NEW 535 Newspaper and Magazine Practicum 1-3 S
Practical on-site experience reporting and writing for Central New York newspapers and magazines. Weekly class sessions. Discussion of supplementary journalistic topics. Class assignments. Research paper. Restricted to juniors, seniors, graduate students.
PREREQ: NEW 305 OR 617. R2, 3 credits maximum

NEW 600 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

NEW 605 News Writing and Reporting 3 SS
Gathering and processing news. News, news values, and ethics. Gathering and preparing information for mass audiences. Open only to graduate students with no professional or academic journalism background.

NEW 608 Principles of Journalism 3 Y
Theoretical, historical background. Social functions; economics; ethics. Daily, community, alternative press magazines. Online operations.

NEW 617 Advanced Reporting and Writing 3 Y
Complex reporting and writing techniques. Growing breadth of interpretive writing in daily newspapers. Contemporary press coverage. Literary devices in nonfiction.
PREREQ: NEW 605.

NEW 635 Newsroom Practicum 6 IR
News gathering, writing, and editing practice and analysis using the Syracuse area as a news laboratory.
PREREQ: NEW 508, 617.

Photography

PHO 500 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PHO 510 Photographic Workshop 3 S
Advanced photography. Problems in advertising illustration, photojournalism, and digital imaging. Emphasizing selection, composition, and content suitable for communication media. R1, 6 credits maximum

PHO 511 Color Imaging 3 IR
Technical and creative application of color theory and color-imaging technology for communications.

PHO 515 Contemporary Photography 3 IR
Contemporary photography in illustration, advertising, and journalism. Aesthetic and communicative aspects. Lecture course without laboratory.

PHO 530 Selected Topics in Photography 3 Y
In-depth study of different professional photography specializations including sports photography, fashion and portrait photography, documentary photography, architectural photography, and other topics selected by the department.
PREREQ: PHO 403/603 OR 405/605. R2, 9 credits maximum

PHO 555 Photography for Newspaper and Magazine 3 S
Basic principles and uses of news photography as medium of communication. Photographic medium as used by editors. Not open to photography majors.

PHO 556 Basic Photo Lab 0-6 S
Basic photo lab for PHO 301 or PHO 555.
COREQ: PHO 301 OR PHO 555.

PHO 560 Advanced Photo Lab 0-6 S
Advanced photo lab to support advanced photography course work. Enrollment in advanced photography courses. R7

PHO 581 Photographic Workshop 3 Y
Advanced photography workshop in advertising and/or photojournalism. Emphasis on content suitable for publication in communications media. Offered London campus only.

PHO 603 Advertising and Illustration Photography I 3 S
Double Numbered with: PHO 403
Lecture, studio, and laboratory on producing digital, still, motion and sound for commercial and advertising content for print and web. Emphasis on concept generation and studio and location lighting. Additional work required of graduate students. Graduate student must be admitted into program or portfolio review.

PHO 604 Advertising and Illustration Photography II 3 Y
Double Numbered with: PHO 404
Lecture, studio, and lab and computer production of advanced products for web and print advertising. Emphasizing the use of live models for portraiture, product and fashion photography. Professional business practices. Additional work required of graduate students.
PREREQ: PHO 603/403.

PHO 605 Photojournalism and Multimedia 3 Y
Double Numbered with: PHO 405
Principles and practices of photojournalism and multimedia storytelling. Photographing news, features, portraits, and sports. Picture story and essay production using digital, still, video, and sound. Location lighting techniques. Marketing practices. Additional work required of graduate students.

PHO 607 Advanced Color 3 IR
Advanced techniques, aesthetics, and communication in the color medium.

PHO 608 Problems in Photography 3 S
Advanced problems and projects in various areas of photography. Permits student to concentrate on specific areas of interests.

PHO 609 Problems in Photography 3 S
Advanced problems and projects in various areas of photography. Permits student to concentrate on specific areas of interests.

PHO 610 Research in Photography 1-3 IR
For advanced students to conduct technical and creative research. R5, 6 credits maximum

PHO 625 Picture and Multimedia Editing 3 Y
Double Numbered with: PHO 425
Develops newspaper and magazine picture editor's management skills for multimedia storytelling. Communicative qualities of images and sound and how they affect decisions of picture use in publications and on the web. Additional work required of graduate students.
PREREQ: PHO 605.

Public Relations

PRL 500 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PRL 525 Public Relations Practicum 3 S
On-site work experience in the Syracuse area to acclimate students to the realities of organizational life; to explore one type of public relations in depth; to apply classroom theory to the solution of everyday communications problems and to develop additional work samples for professional portfolios.
PREREQ: PRL 215, 315, 325.

PRL 530 Special Topics in Public Relations 1-3 Y
In-depth look at different public relations specializations, including media relations, government relations, investor relations, crisis communications, employee communications, and sports information. R2, 3 credits maximum

PRL 600 Selected Topics 1-3 IR
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

PRL 602 Introduction to Public Diplomacy and Communications 3 Y

A gateway course for the two-degree program on the theory and practice of public diplomacy. Fundamental topics in public relations and international relations will be explored.

PRL 604 Public Relations Writing 3 Y

Advanced writing designed to teach/coach students in the writing of specialized public relations materials, with emphasis on audience and message identification and impact of new technologies.

PREREQ: NEW605.

PRL 605 Organizational Public Relations 3 Y

The evolution of theories, principles, and practices of public relations; roles of practitioners; place of public relations in the overall organization; and criteria for public relations excellence. Prepares students to assume managerial positions in public relations.

PRL 611 Public Relations Research 3 Y

Nature, formation, and communications of attitudes and public opinion in public relations settings. Application of social science methods for measuring attitudes, opinions, and public relations performances. Actual research designed and carried out for client.

PRL 615 Public Relations Campaigns 3 Y

The application of the strategic planning process to the solution of organizational problems and opportunities in public relations and communications. Students develop a strategic communications plan for a client, based on the previous semester's research. Public relations graduate standing. PREREQ: PRL 605, 611.

PRL 625 Seminar in Public Relations Management 3 IR

Special problems in a specific area of organizational public relations. PREREQ: PRL 615.

PRL 635 Public Relations Culminating Experience 6 SS

Students work in a professional setting full-time for a minimum of six weeks. Students are responsible for online participation in discussions, assigned readings, written exercises, a journal of observations, and a cumulative exam. PR Master's student with 30 completed hours toward degree.

PRL 645 The Ethics of Advocacy 3 Y

Double Numbered with: PRL 345
Study and application of moral philosophy to ethical decision making in organizations. Examines ethical challenges in public relations, business management, advocacy, public affairs, or other career avenues. Junior standing. Additional work required of graduate students.

PRL 725 Public Relations Management 3 Y

Historical and current management theories and practices to apply to the public relations function. Students learn the responsibilities of managing a public relations department. PREREQ: PRL 605, 611.

PRL 735 Public Relations Practicum 3 Y

A practicum in student internships in professional settings based on interest and career plans. Students will intern and create a portfolio of writing, graphics, and research samples. The course will also include a comprehensive exam.

PREREQ: COM 698, GRA 617, NEW 605, PRL 602, 604, 605, 611, 615, 725.

Radio/Television News

RTN 566 Special News Coverage 3 IR

Planning and production of longer news-related program segments. Writing, research, execution of minidocumentaries and enterprise reports. Field material will be edited for air-ready television presentation.

PREREQ: BDJ 464.

Television, Radio, And Film

TRF 500 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

TRF 510 Specialized Practice 1 S

These four-week mini-courses provide specific areas of study not covered in depth in other courses. Examples: Production Management, Budgeting, Editing, Lighting, Location Sound, Videography, and others based on faculty and student interest.

PREREQ: TRF 235, 255 OR 635, 655. R

TRF 530 Popular Culture Studies 3 S

In-depth examination of critical issues, aesthetics, genre, and authorship involved in electronic media and cinema. Topics range from television genres to film classics. R3, 12 credits maximum

TRF 545 Television & Radio Performance 3 Y

Theory and practice of effective television and radio performance. Closed circuit studio experience planning and presenting educational and commercial material.

TRF 560 Topics in International Perspectives 3 Y

In-depth examination of issues and practices involved in international television and film. Topics alternate from semester to semester. Examples include: Global Communication, Ways of Seeing, Comparative Systems, and British Cinema. R1, 6 credits maximum

TRF 592 Film Business 3 S

Economics of the film industry. Financing of films, budgets, sources of funds, contracts. Securing distribution. National and international marketing of films. Film rental. Booking films for television or theater. Exploitation of ancillary markets.

TRF 593 Radio Business 3 Y

Organization and operation of commercial and noncommercial radio stations. Staffing, designing formats, and promotion.

TRF 594 Television Business 3 S

Management principles and practices in electronic media; organizational structures, financial controls, revenue procurement, economic theory, management law, product development, and personnel administration.

TRF 595 Programming and Audience Analysis 3 Y

Immersion in the principal programming functions of content development and acquisition, scheduling, and promotion. Survey of scheduling strategies and case studies, hits and misses. Research techniques to understand audience program preferences and choices.

TRF 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

TRF 611 Dramatic Writing for Television and Film 3 S

Double Numbered with: TRF 411
Preparing and writing scripted dramatic material for small and large screen. Script evaluation, working as a professional writer, and the stages of script development. Additional work required of graduate students.

TRF 612 Persuasive Writing 3 IR

Double Numbered with: TRF 412
Writing commercials, public service announcements, and other types of persuasive scripts. Additional work required of graduate students.

TRF 613 Writing and Designing the Documentary 3 IR

Double Numbered with: TRF 413
Write documentary proposals, treatments, and scripts. Introduction to the documentary production and distribution process. Screening classic documentaries. Additional work is required of graduate students.

TRF 614 Writing and Designing for Interactive Media 3 IR

Double Numbered with: TRF 414
Write proposals, treatments, and scripts for interactive multimedia. Introduction to multimedia production process. Students design and produce a "prototype" or representative sample of a multimedia program. Additional work is required of graduate students.

TRF 621 Feature Film Writing 3 Y

Double Numbered with: TRF 421
Study and practice of the craft of feature film writing. Additional work required of graduate students. PREREQ: TRF 611.

TRF 622 Comedy Writing 3 S

Double Numbered with: TRF 422
Study and practice of the craft of comedy writing for television and film. Additional work required of graduate students.

TRF 624 Script Development 3 Y

Double Numbered with: TRF 424

Screenwriting theory and the script development process: writing topics include story structure, genres, character development, dialogue, and script formatting. Business topics include pitching, writing script coverage, supervising development, and breaking into the industry. Additional work is required of graduate students.

TRF 634 Children and Television 3 IR

Double Numbered with: TRF 434

A critical and comprehensive survey of the social and behavioral science research on the role of television and other media in the lives of children and adolescents.

TRF 636 Critical and Historical Perspectives on Television, Radio, and Film 3 SS

Study of the legal, economic, and programming foundations of radio, television, and film.

COREQ: TRF 655.

TRF 637 Telecommunications

Law&Policy 3 Y

Introduction to the law and policies that influence the telecommunications industries. Covers the policy environment, historical, and current developments.

TRF 650 Advanced Practice: Special Projects 1-3 Y

Double Numbered with: TRF 450

Faculty member works with student on project especially tailored for his/her unique content objectives. Additional work required of graduate students.

PREREQ: TRF 651 OR 652 OR 653 OR 654 OR 656 OR 657 OR 658 OR 659. R5, 6 credits maximum

TRF 651 Filmmaking 3 S

Double Numbered with: TRF 451

Student teams produce and edit short films using digital production and post production technology. Emphasis on narrative filmmaking. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 652 Television Production 3 S

Double Numbered with: TRF 452

Experience in writing, designing and producing programs in the multicamera, television-style tradition. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 653 Shortform Production 3 Y

Double Numbered with: TRF 453

Techniques of shortform moving image media such as commercials, promos, music videos, show openings, special effects, and high impact packaging. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 654 Music Recording 3 Y

Double Numbered with: TRF 454

Students produce a recording of a musical performance in a 24-track recording studio. Topics include: Aesthetics of recorded sound, acoustics, psycho-acoustics, the multitrack recording process, mixing, microphone techniques, signal processing. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 655 Television Practices 3 SS

Introduction to writing, designing, planning, and producing programs for radio, television, and film.

COREQ: TRF 635.

TRF 656 Sound for Picture 3 Y

Double Numbered with: TRF 456

Introduction to theory and production of sound for television and film. Includes information processing, aesthetics, perception of sound, sound/picture relationship, analog and digital sound studios, production recording, signal processing, nonlinear editing and mixing. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 657 Music Underscoring 3 Y

Double Numbered with: TRF 457

The theory and practice of producing music to underscore visual material. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 658 Radio Practicum 3 Y

Double Numbered with: TRF 458

Guided experience in professional radio environments. Areas of expertise include sales, programming, production, promotions, engineering, news/public affairs, and performance. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 659 Documentary Production 3 S

Double Numbered with: TRF 459

Student teams write, produce, and edit documentary projects. Additional work required of graduate students.

PREREQ: TRF 655.

TRF 661 Advanced Management Seminar 3 IR

Double Numbered with: TRF 461

Business of communications industry focusing on management skills and their effective application. Additional work required of graduate students.

PREREQ: TRF 592 OR 593 OR 594 OR 595 OR 683.

TRF 665 Production Practicum-Television 3 Y

Double Numbered with: TRF 465

Students write, design, produce, direct, and program projects specifically for television presentation. Additional work required of graduate students.

PREREQ: TRF 651 OR 652 OR 653 OR 654 OR 656 OR 657 OR 658 OR 659.

TRF 667 Screenwriting Master Class 3 Y

Double Numbered with: TRF 467

Advanced practice built around professional workshops, sponsored by the Center for Popular Television, and guest speakers. Students interact with professionals while working on their screenwriting portfolios.

Additional work required of graduate students. PREREQ: TRF 651 OR 652 OR 653 OR 654 OR 656 OR 657 OR 658 OR 659.

TRF 668 Advanced Practice: Audio 3 IR

Double Numbered with: TRF 468

Independent and specialized practice in audio, including sound tracks for film or television; CD albums; radio drama; or spot announcements. Additional work required of graduate students.

PREREQ: TRF 651 OR 652 OR 653 OR 654 OR 656 OR 657 OR 658 OR 659.

TRF 669 Advanced Practice: Filmmaking 3 Y

Double Numbered with: TRF 469

Students propose independent film projects (fiction or documentary), and if approved, produce them using digital video and sound technology. Additional work required of graduate students.

PREREQ: TRF 651 OR 652 OR 653 OR 654 OR 656 OR 657 OR 658 OR 659.

TRF 683 Communications Industry Frontiers 3 Y

Double Numbered with: TRF 483

Overview of the trends in business, technology, and regulation that are likely to have an impact on the communications sector. Additional work required of graduate students.

TRF 689 Media Management Capstone 6 Y

Culminating experience for students in Media Management Program. Students will deepen their knowledge of concepts studied and skills developed during previous year. In this capstone, students participate in a management project at a media business.

TRF 696 Television Research 3 Y

Principal quantitative and qualitative measurement procedures in electronic media industry management. Use of research and marketing services.

TRF 698 Social Effects of Television 3 IR

Influence of mass media, especially television, on American society. Television from perspective of social psychology, child development, political science, and sociology.

Faculty

Courtney Barclay, Assistant Professor, Communications
Ph.D., University of Florida, 2008
Media law, mass communication

Frank Biocca, Professor; Newhouse Chair; Communications
Ph.D., University of Wisconsin--Madison, 1986
Mass communication, human-computer interaction, media psychology

Shannon Bowen, Associate Professor, Public Relations
Ph.D., University of Maryland, 2000
Mass communication, ethics, business management and communications

Lorraine Branham, Professor and Dean, Newspaper and Online Journalism
B.A., Temple University, 1976
News editing, journalism, publishing

Richard Breyer, Professor, Television, Radio and Film; Co-Director, Documentary Film and History
M.A., New York University, 1967
Television production, documentary/educational writing and production

Harriet Brown, Assistant Professor, Magazine
M.F.A., Brooklyn College, 1982
Magazine writing and editing, creative writing

Hubert Brown, Associate Professor, Broadcast and Digital Journalism; Associate Dean for Creative and Scholarly Activity
M.A., University of Nebraska at Lincoln, 1993
Political reporting, writing, producing, and minority broadcasting

Melissa Chessher, Associate Professor, Chair, Magazine; Director, Magazine, Newspaper and Online Journalism Program
M.A., Baylor University, 1987
Magazine writing and editing

Fiona Chew, Professor, Television, Radio and Film; Director, Lerner Center for Health Communications and Promotion
Ph.D., University of Washington, 1985
Television research, the media and public health

Makana Chock, Assistant Professor, Communications
Ph.D., Cornell University, 2004
Health communication, persuasion, risk communication

Michael Cremedas, Associate Professor, Broadcast and Digital Journalism
Ph.D., University of Florida, 1988
Broadcast writing, reporting, and production; viewer retention of broadcast news

Frank Currier, Professor of Practice, Broadcast and Digital Journalism
M.A., University of Missouri at Columbia, 1968
Broadcast news writing and reporting

Steve Davis, Associate Professor, Chair, Newspaper and Online Journalism
B.J., University of Missouri at Columbia, 1977
News writing and reporting, impact of the Internet on politics

Joan Deppa, Associate Professor, Newspaper and Online Journalism
Ph.D., Michigan State University, 1981
News writing, reporting, media coverage of terrorism

Richard Dubin, Professor of Practice, Television, Radio and Film
Television writing, directing, and production; film business

Larry Elin, Associate Professor, Television, Radio and Film
B.S., Syracuse University, 1973
Television production and computer-based interactive multimedia, politics and the Internet

Amy Falkner, Associate Professor, Advertising; Associate Dean for Academic Affairs
M.A., Syracuse University, 1989
Media planning, advertising to gay and lesbian markets

Elizabeth Flocke, Professor, Newspaper and Online Journalism; Communications
Ph.D., University of Missouri, 1988
News writing, communications law, media history

Barbara Fought, Associate Professor, Broadcast and Digital Journalism; Communications
J.D., University of Detroit, 1992
Communications law, broadcast news writing and reporting, access to information

Seth Gitner, Assistant Professor, Newspaper and Online Journalism
B.F.A. Rochester Institute of Technology, 1995
Photojournalism and multimedia web content

Tula Goenka, Associate Professor, Television, Radio and Film
M.S., Syracuse University, 1986
Film and television production, global film

Anthony Golden, Associate Professor, Chair, Multimedia Photography and Design
Ph.D., Syracuse University, 1986
Advertising and illustration photography

Bradley Gorham, Associate Professor, Chair, Communications
Ph.D., University of Wisconsin-Madison, 2002
Media and society; media effects; race, gender, and media

Charlotte Grimes, Knight Professor of Political Reporting; Newspaper and Online Journalism
B.S., East Carolina University
Media and politics, political reporting, journalism ethics

Ken Harper, Assistant Professor, Multimedia Photography and Design
M.A., Ohio University, 2009
Graphics and interactive design

Dona Hayes, Associate Professor, Chair, Broadcast and Digital Journalism
M.S., Syracuse University, 1976
Broadcast news writing, reporting, and production

Sharon Hollenback, Professor, Television, Radio and Film
Ph.D., University of Texas at Austin, 1980
Television writing, media and society

Jong-Hyuok Jung, Assistant Professor, Advertising
Ph.D., University of Texas at Austin, 2009
Mobile advertising, advertising effectiveness in new media, interactive advertising management

Joel Kaplan, Associate Professor, Newspaper and Online Journalism; Associate Dean for Graduate Professional Studies
M.S.L., Yale Law School, 1991
News writing, investigative reporting, media law

Johanna Keller, Associate Professor, Newspaper and Online Journalism; Director, Goldring Arts Journalism Program
M.A., Antioch, 1996
Magazine writing and editing, critical writing, cultural reporting

Dennis Kinsey, Associate Professor, Public Relations; Co-Director, Public Diplomacy Program
Ph.D., Stanford University, 1994
Public relations theory and research, political public relations, Q-methodology

Robert Kucharavy, Professor of Practice, Public Relations
B.A., Le Moyne College, 1969
Public relations management and crisis communications

Carol Liebler, Associate Professor, Communications; Director of Doctoral Studies and the Media Studies Master's Program
Ph.D., University of Wisconsin-Madison, 1989

Communications theory and methodology, media and the environment, media and gender

E. Robert Lissit, Associate Professor, Broadcast and Digital Journalism
M.S., Northwestern University, 1957
Broadcast news writing, producing, reporting, and ethics

Carla Lloyd, Associate Professor; Advertising
Ph.D., Syracuse University, 1994
Advertising media, research, campaigns, copywriting, and fashion advertising

Robert Lloyd, Professor of Practice, Newspaper and Online Journalism
M.A., Syracuse University, 1979
News writing and reporting, media and society

Patricia Longstaff, Professor, Television, Radio and Film
M.P.A., Harvard University, 1994
Communications law, regulation of new communications technologies

Suzanne Lysak, Assistant Professor, Broadcast and Digital Journalism
B.S., Boston University, 1985
Broadcast news producing, news management, television news employment issues

Stephen Masielat, Associate Professor, Newspaper and Online Journalism;
Coordinator of Interactive Communications Core; Director of Media Management Program
M.P.S., Cornell University, 1992
Multimedia, the Internet as a tool of communication

Lawrence Mason Jr., Professor, Communications; Multimedia Photography and Design
Ph.D., Syracuse University, 1979
Communications and society, photojournalism, fashion photography, interactive media

Peter Moller, Professor, Television, Radio and Film
M.A., University of Pennsylvania, 1967
Television production, script writing, interactive media, directing

John Nicholson, Professor of Practice, Broadcast and Digital Journalism
B.S., Syracuse University, 1968
Broadcast news writing and reporting, sports journalism

R. Niebuhr, Associate Professor, Newspaper and Online Journalism; Director, Carnegie Religion and Media Program
M.A., Oxford University, 1980
Religion and the media, newswriting, reporting

Mark Obbie, Associate Professor, Magazine
M.A., University of Missouri, 1981
Legal affairs reporting, First Amendment law, magazine writing and editing

Douglas Quin, Associate Professor, Television, Radio and Film
Ph.D., The Union Institute and University, 1999
Acoustic ecology, sound production

David Rubin, Professor; Dean Emeritus; Communications
Ph.D., Stanford University, 1972
Communications law, the media and society, arts journalism

Edward Russell, Assistant Professor, Advertising
M.S., Northwestern, 1982
Principles of advertising, branding, new methods of persuasive communications, campaigns, copy writing

Maria Russell, Professor, Public Relations; Director, Communications Management Independent Study Degree Program
M.S., Syracuse University, 1972
Public relations management, professional development in public relations

Kandice Salomone, Associate Professor, Communications
Ph.D., Syracuse University, 1992
Communications research

Michael Schoonmaker, Associate Professor, Chair, Television, Radio and Film
Ph.D., Syracuse University, 1994
Television production and webcasting

Brian Sheehan, Associate Professor, Advertising
M.A.T., Loyola Marymount University, 2007
Branding, advertising strategy, integrated campaigns

Pamela Shoemaker, John Ben Snow Professor of Communications
Ph.D., University of Wisconsin-Madison, 1982
Gatekeeping, cross-cultural study of news

Evan Smith, Associate Professor, Television, Radio and Film
M.S., Syracuse University, 1979
Television and feature film script writing, comedy writing, the film business

Bruce Strong, Associate Professor, Multimedia Photography and Design
M.A., Ohio University, 2005
Multimedia storytelling and the Internet, photojournalism, video journalism

David Sutherland, Associate Professor, Multimedia Photography and Design
M.A., Western Kentucky University, 1973
Photojournalism

Sherri Taylor, Adjunct Professor/Administrator, Multimedia Photography and Design; Director, Empire State Scholastic Press Association
M.A., Syracuse University, 1990
Graphic design, scholastic press

Robert Thompson, Trustee Professor of Television and Popular Culture; Television, Radio and Film, Director, Bleir Center for Television and Popular Culture
Ph.D., Northwestern University, 1987
Television criticism, television and popular culture

Donald Torrance, Associate Professor, Broadcast and Digital Journalism; Television, Radio and Film
B.A., Alfred University, 1971
Broadcast news writing and production, the media and public health

James Tsao, Professor; Chair, Advertising
Ph.D., Temple University, 1989
Online advertising, international advertising, community newspapers/marketing

Chris Tuohy, Associate Professor, Broadcast and Digital Journalism
M.A., Ohio State University, 1990
Broadcast news reporting and writing, sports journalism

Francis Ward, Associate Professor, Newspaper and Online Journalism; Communications
M.A., Syracuse University, 1961
Newspaper reporting, writing, ethics, race and the media, history of the black press

Randy Wenner, Adjunct Professor/Administrator, Broadcast and Digital Journalism
M.S., Syracuse University, 1996
Broadcast news writing, producing, and reporting

Jay Wright, Professor, Newspaper and Online Journalism; Communications
Ph.D., Syracuse University, 1977
Communications law

Roosevelt Wright Jr., Associate Professor, Television, Radio and Film
Ph.D., Syracuse University, 1993
Radio programming and management; performance and announcing

Brenda Wrigley, Associate Professor, Chair, Public Relations
Ph.D., Syracuse University, 1999
Gender issues in public relations, public relations management, campaigns, and writing

Sung-Un Yang, Assistant Professor, Public Relations
Ph.D., University of Maryland, 2005
Organizational reputation, public relations research

College Of Visual And Performing Arts

Ann Clark, Dean
200 Crouse College
vpa.syr.edu/

About The College

The College of Visual and Performing Arts at Syracuse University is committed to the education of cultural leaders who will engage and inspire audiences through performance, visual art, design, scholarship, and commentary. The college provides the tools for self-discovery and risk-taking in an environment that thrives on critical thought and action.

The College of Visual and Performing Arts is dedicated to nurturing the creative and scholarly abilities of its students. The college, which is at the center of the University's cultural life, is organized into four areas: the School of Art and Design, the Department of Communication and Rhetorical Studies, the Department of Drama, and the Setnor School of Music. Recognizing the link between education, understanding, and cultural knowledge, the College of Visual and Performing Arts is also committed to providing sites for learning about diversity throughout its curricula.



General Regulations

For academic rules and regulations that apply to all University students, see the Academic Rules and Regulations section of this catalog, which also contains special regulations that apply to all undergraduate students matriculated in the College of Visual and Performing Arts.

INTRA-UNIVERSITY TRANSFER

Applications for intra-University transfer are available in the Office of Recruitment and Admissions, 202 Crouse College. Applications are held until the end of the semester.

TRANSFER CREDIT

Transfer of credit is considered only for courses that may be applied to the program in which the student is interested. In the School of Art and Design, Department of Drama, Department of Transmedia, and the Setnor School of Music, transfer students often have an excess of credits in academic subjects that cannot be applied to a specific program due to the high number of studio credits required. The result may be that the period of undergraduate study is extended beyond the usual four years. In the Setnor School of Music, placement examinations in music theory and applied music are also required before credit is accepted.

In all cases, transfer credit is evaluated after admission. Credits—not grades or honor points—are transferred from other institutions. Only credits earned at Syracuse University are counted in the grade point average.

All transfer students not previously contacted about the transfer of academic credit should report as early as possible after their arrival on campus to the Office of Student Affairs, 204 Crouse College.

FEES

All VPA students are charged a program fee that covers certain expenses such as applied music instruction, specialized studio art supplies, dramatic productions, visiting artists, and equipment and technology. Non-VPA students are charged an applied music fee for private instruction and a per credit fee for other VPA courses. See the SU Tuition, Fees and Related Policies bulletin for specific charges.

Graduate Studies Information

Graduate students in the College of Visual and Performing Arts benefit from an effective combination of studio, performance, and research activities. Faculty advisors carefully establish the parameters of each graduate student's course of study and advance and facilitate interdisciplinary study. The aesthetic climate of the college supports and encourages the development of individual potential. In addition, the college recognizes the link between education, critical thinking, and cultural knowledge. Diversity and community are emphasized as important elements of every student's program design.

The college's graduate programs attract students of superior intellectual and creative ability from many distinguished institutions throughout the world. The faculty is composed of professional artists, designers, musicians, composers, actors, and scholars who are active and recognized in their fields. In addition, the college is committed to maintaining a regular influx of prominent visiting professionals.

GRADUATE AWARDS: Fellowships and Scholarships Syracuse University provides University Graduate Fellowships on a competitive basis. These provide a competitive stipend for nine months of full-time study in addition to a tuition scholarship. See application materials for specific deadlines.

Assistantships The College of Visual and Performing Arts may offer a teaching, technical, and/or administrative assistantship to qualified recipients, including first-year students. Assistantships offer valuable opportunities for students to enhance their professional credentials. Renewal of assistantships is based on superior performance in coursework and in assistantship assignments.

Tuition Scholarships In addition to fellowships and assistantships, tuition scholarships in varying amounts are offered to outstanding students as evidenced by academic record and merit.

Scholarships The college has a limited number of small scholarships to support graduate students. All scholarships are available to first-year students, and are based on merit.

GRADUATE GOOD STANDING STATUS: To be a graduate student in good standing, students must comply with the Graduate Grading Standards, which consider passing grades as A, A-, B+, B, B-, C+, C, and C-. The D grade is not an option for graduate students. The minimum GPA for graduate work is 2.8 in the first 30 credits. Certification for an advanced degree requires a minimum average of 3.0 for work comprising the program for the degree and a 2.8 average for all credits earned. This information can be found in the Academic Rules and Regulations section of this catalog.

Specific programs in the College of Visual and Performing Arts can require the passing of additional reviews, examinations, and assessments of graduate

work for a graduate student to be considered in good standing. Such reviews and assessments can result in continuation without reservations, continuation during a probationary period, or termination of student status. Students should consult their advisor for policies specific to their program or area.

School Of Art And Design

Department of Art, 102 Shaffer Art Building, 315-443-4613

Department of Design, The Warehouse, First Floor, 315-443-2455

Department of Foundation, 102 Shaffer Art Building, 315-443-2251

Department of Transmedia, 102 Shaffer Art Building, 315-443-1033

The School of Art and Design

vpa.syr.edu/art-design

As a professional school within a major university, the School of Art and Design offers a wealth of academic resources and endless opportunities and activities. Students are actively involved in mastering their chosen discipline and receive a liberal education that is integral to the development of artists and designers. They have one-on-one interaction with the school's active, professional faculty and numerous visiting artists.

The School of Art and Design has a tradition of excellence that goes back more than 130 years; in fact, Syracuse University was the first university in the country to grant a bachelor of fine arts (B.F.A.) degree. Within its three departments (art, design, and transmedia), the school offers 17 majors that lead to a B.F.A. degree: advertising design, art education, art photography, art video, ceramics, communications design, computer art, fashion design, fiber and textile arts, film, history of art, illustration, interior design, jewelry and metalsmithing, painting, printmaking, and sculpture. It also offers a program leading to a bachelor of industrial design (B.I.D.) degree in industrial and interaction design.

School of Art and Design students are encouraged to explore interdisciplinary study within the school and University as well as pursue opportunities for internships and study abroad experiences. Students may also take advantage of the courses, programs, and events offered through COLAB, an interdisciplinary initiative based in the College of Visual and Performing Arts that encourages students and faculty to use their diverse skills and perspectives to solve complex, real-world problems creatively and collaboratively. The School of Art and Design is committed to ensuring that students receive a comprehensive education in art and design in all of their disciplinary forms. In studio courses where students are involved in representing their own issues and identities, diversity is by nature an integral component of each class. In lecture-based studies courses, the work of underrepresented groups and issues of gender and sexual orientation are incorporated into the curricula. In addition, specific concerns of diversity are addressed in the courses listed below:

AED 522 Art for Special Populations
ART 105 Color and Light
ART 111 20th- to 21st-Century Art in Context
ART 112 Special Topics in History of Art
ART 113 20th- to 21st-Century Design in Context
ART 114 Special Topics in History of Design
ART 201/202 Historic Backgrounds
ART 250 Filmmaking: Cinematic Modes
ART 300 Selected Topics (e.g., Art and Politics)
ART 361/561 Studio Symposium
ART 563/564 Art in America
PTG 300 Decoding Images

Department of Art

Contact Errol Willett, Chair, 102 Shaffer Art Building, 315-443-4613

The School of Art and Design is Department of Art offers an exciting, energetic culture of students who are encouraged to cross conventional boundaries with their work. They are motivated, curious, and committed to artistic growth. The department takes a genuine interest in teaching students what being a professional artist means so that they are prepared for the future. Curricula are designed to allow students to take classes within the larger University, which gives students exposure to the liberal arts as well as courses in business and entrepreneurship. All programs have student organizations that participate in community service projects and the selection of visiting artists, who are a critical component of the department. The department also engages in numerous educational partnerships with Syracuse schools and agencies.

Department of Design

Contact Lucinda Kaukas Havenhand, Chair, The Warehouse, First Floor, 315-443-2455

In the School of Art and Design is Department of Design, faculty and students form an inquisitive and intelligent community that is concerned with the world around it. Many of the departments' professionally oriented programs are top-ranked in the United States and have a long history at Syracuse University. The diverse programs in the department share a commitment to professional excellence and use of socially conscious and sustainable design practices. The department maintains a special relationship with the Syracuse community through the activities of its various student groups--including chapters of professional design organizations--that continually work on projects with not-for-profit agencies as well as funded research design collaborations. All of the departments programs are housed in The Warehouse, SU's newly renovated building in downtown Syracuse that allows students and faculty to benefit from a city atmosphere and interactions with local design firms.

Department of Foundation

Contact Joanna Spitzner, Department of Foundation, 102 Shaffer Art Building, 315-443-2251.

vpa.syr.edu/art-design/design/undergraduate/first-year

The foundation program is taken during the first year and is a prerequisite for all B.F.A. and B.I.D. programs in the departments of art and design. Students in the B.F.A. degree program in fashion design have additional specific foundation requirements and should refer to their program of study for more information. Students in the B.S. degree program in environmental design (interiors) should refer to their specific program of study for first-year requirements.

The foundation curriculum is designed to provide the most rigorous introductory courses necessary for a complete education in art and design. The goal of the required courses is to strengthen conceptual and technical abilities, promote research activity, and provide a cultural and historical context for a broader

and more diverse understanding of students' ideas.

In addition to required studio and academic courses, students have the opportunity to choose studio and academic electives. The goal of the studio electives is not to allow students to begin their majors; rather they provide students with a broad, rich experience. Students may also choose to take electives in other areas of the University.

The basic structure of the foundation year includes four required studios: Foundation Drawing, Two-Dimensional Creative Processes, Dimensional Arts, and Time Arts. Students take two of these studios in the fall semester and the remaining two in the spring; there is no sequence in the order of the studios. In the fall semester, all first-year students are enrolled in a zero (0) credit required course, First-Year Colloquium. This course addresses a wide range of contemporary issues and topics in the fields of art and design. The format for the course includes visiting artists and designers' presentations, introductions to SOAD majors, SOAD faculty/alumni/student lectures, panel discussions, and films. Two art and/or design history courses are also required. All students also take the University writing requirement in the fall semester.

Students take at least one academic or studio elective in the fall semester. They may also choose to take a second academic elective, but not two studio electives in the fall. In the spring semester, students are required to take one academic elective and are strongly encouraged to take a studio elective. If no studio elective is chosen, then a second academic elective will fulfill the spring elective requirements. In addition to the special topics studio electives offered by the Department of Foundation, certain 200-level studio courses with a limited enrollment for first-year students are offered by the Department of Transmedia and the Department of Art. One academic elective course is offered in the Department of Design.

Throughout the year, first-year students come in contact with faculty and students from all programs in the School of Art and Design, with opportunities for conversation and presentations about the different majors so they are prepared to select a major at the end of the year.

Fall Semester

ART 101 First-Year Colloquium 0

WRT 105 Writing Studio I 3

Academic electives/studio elective 3-6

Choose two of the following

FND 111 Time Arts 3

FND 113 Foundation Drawing 3

FND 115 Two-Dimensional Creative Processes 3

FND 117 Dimensional Arts 3

Choose one of the following

ART 111 Twentieth- to 21st-Century Art in Context 3

ART 113 Twentieth- to 21st-Century Design in Context 3

15-18

Spring Semester

Academic elective 3

Academic/studio elective(s) 3-6

Choose one of the following

ART 112 Special Topics in History of Art 3

ART 114 Special Topics in History of Design 3

Choose the remaining two not taken in the fall semester

FND 111 Time Arts 3

FND 113 Foundation Drawing 3

FND 115 Two-Dimensional Creative Processes 3

FND 117 Dimensional Arts 3

15-18

WRT 205, although not a foundation requirement, is a University requirement, and should be taken within the first two years of study. It is offered only in the spring semester.

Department of Transmedia

Contact Heath Hanlin, Chair, 102 Shaffer Art Building, 315-443-1033

Students in the School of Art and Design is Department of Transmedia forge a strong vision and the capacity to act intelligently as an artist. The department is committed to providing a meaningful exploration of media arts with strong, professional artistic practice. Each curriculum in the department is shaped to offer greater flexibility for unique academic experiences, including core courses in transmedia theory and practices. Faculty encourage students to exhibit work on and off campus and arrange for visiting artists to give lectures and critiques. They are also actively involved in the Syracuse community, organizing screenings, film festivals, and exhibitions, which give students additional opportunities for creative exploration and involvement.

General Regulations

DEGREE REQUIREMENTS

A minimum of 126 credits is required to complete all of the four-year B.F.A. degree programs in the School of Art and Design except for fiber and textile arts, which requires 120 credits. The industrial and interaction design program requires a full five years of study and 156 credits. For the B.F.A. programs in the Department of Transmedia, the minimum number of credits required for graduation is 129.

All students matriculated in the Departments of Art and Design's B.F.A. and B.I.D. degree programs must satisfy the requirements of the foundation program. Major programs are usually selected by the end of the first year and require approximately 30 credits in one area of professional work, along with other coursework that may be required for the chosen program. Students in the B.F.A. program in fashion design should refer to their specific program of study for major requirements and other coursework.

All students matriculated in the B.F.A. degree programs in the Department of Transmedia must satisfy the requirements of the transmedia core.

No degrees are granted unless all fees have been paid or satisfactorily adjusted.

ADVANCED PLACEMENT COURSES

The School of Art and Design accepts advanced placement (AP) credit for art/general, art/media and art/drawing for electives only. AP credits may not be

used for first-year foundation program studios or transmedia core courses. Syracuse University and the School of Art and Design accept many other academic credits including art history. Please refer to the Academic Rules and Regulations section of this catalog for more information.

Special Services and Programs:

STUDY ABROAD

The College of Visual and Performing Arts, through Syracuse University Abroad, provides an opportunity for students matriculated in the School of Art and Design to take advantage of study programs in Florence, Italy; Prague, Czech Republic; and London, England.

Students majoring in one of the B.F.A. programs or the B.I.D. program may study abroad for a semester, a year, or a summer in Florence, Italy. This educational experience draws upon the rich resources of Florence's museums, architectural monuments, and cultural offerings. Students may take either a semester- or a year-long program that includes six to nine credits of studio work each semester.

The film program offers both semester-long and short-term study with FAMU in Prague, Czech Republic. Students must obtain departmental approval to participate.

A direct placement program with the London College of Fashion offers students majoring in the B.F.A. programs in fashion design and textile design a professional semester in London during their junior year. In addition to classes they would normally take on the SU campus, students may take courses in such areas as millinery design, shoe design, and electronic machine embroidery. All of the students have internships with English designers and are immersed in the London fashion scene. Contact SU Abroad at 315-443-3471, or online at suabroad.syr.edu.

Students who elect to spend a semester abroad may find that some program adjustments are necessary. Students should consult with their advisor for more information and contact the Office of Student Affairs, 204 Crouse College, 315-443-2517.

SPECIAL STUDIES IN ART

The special studies in art program leads to the B.F.A. degree and is designed expressly for interdisciplinary study. The program is not automatically available; it must be mutually approved by the advisors in the various areas incorporated into the program. All applicants must undergo a personal interview and a portfolio review. In addition, a written proposal for the complete program of study is required, including specific courses and credits. Students are expected to complete the foundation program, and sophomores must have a 3.0 cumulative grade point average and a portfolio of superior caliber to be accepted. The decision to enroll in the special studies program must be made before the student accumulates 60 credits.

For further information and instructions for application, contact the Department of Art, 102 Shaffer Art Building, 315-443-4613.

COURSES FOR NON-ART STUDENTS: Some studio and academic courses are open to non-art majors: FND 102/103, 104,105,106,107,108, PTG 203/204, 503/504, SCU 207,208,507,508.

Department Of Drama

Timothy J. Bond, Producing Artistic Director, Department of Drama and Syracuse Stage

Maria Marrero, Chair

820 East Genesee Street, 315-443-2669

vpa.syr.edu/drama

The Department of Drama offers four professional programs leading to the B.F.A. degree in theater design and technology, drama (acting), musical theater, and stage management. It also offers a B.S. degree in drama. The Department of Drama is committed to ensuring that students receive a strong foundation in the theater in all of its forms. Undergraduates put classroom theory into practice and through productions carry out the University's academic mission of Scholarship in Action.

The unique affiliation between the Drama Department and Syracuse Stage, an outstanding Equity theater company, provides opportunities for our students to gain professional experiences in all areas of study while working toward their undergraduate degrees. These two organizations share space in the same theater complex.

The faculty covers material in appropriate courses that includes plays by playwrights from all backgrounds. The practice of non-traditional casting affords students the opportunity to perform roles not traditionally assigned to them. Design/technical theater studio courses by nature invite and promote exploration of diversity in ideas, themes, and approach to visual presentation of plays; texts for assigned projects are chosen on the basis of ensuring a diverse experience. Academic topics courses (451/452) occasionally embrace themes directly relating to diversity. In addition, the following courses include issues of diversity:

Acting and Scene Study Courses

DRA 105 Introduction to Acting for Nonmajors
DRA 125/126 Introduction to Acting
DRA 220 Introduction to Scene Study
DRA 221/222 Voice/Verse Practicum, I and II
DRA 261/262 Introduction to Musical Theater Practice, I and II
DRA 305 Advanced Acting for Theater Minors
DRA 320 Advanced Acting: Modern Drama
DRA 321/322 Advanced Voice Verse Practicum, I and II
DRA 352 Survey of Theater History
DRA 420 Advanced Acting: Poetic Drama
DRA 520 Graduate Scene Study
DRA 523 Professional Audition Theory and Practice
DRA 529 Advanced Actors Workshop

Design Courses

DRD 311/312 Scene Design

Academic Courses

DRA 115/116 Introduction to the Theater
DRA 260 Musical Theater Practicum
DRA 328 Stage Makeup
DRA 355/356 Development of the Theater and Drama, I and II
DRA 451/452 Topics in Theatrical and Dramatic History
DRA 453 History of Musical Theater
DRA 480 London Studios (London Program)
DRA 515 Play Analysis and Introduction to Mise-en-Scène
DRA 531 Introduction to Directing
DRA 554 Emergence of Modern Theater
DRA 581 Introduction to Playwriting

DEGREE REQUIREMENTS

The B.F.A. degree is the dominant degree in the drama department. Along with additional drama requirements, students have the option of selecting support courses from the University's other professional schools, including art and music.

The B.F.A. degree programs require 124-130 credits, 94-100 of which must be in drama and related support courses selected by the student and advisor to achieve specific professional goals. The remaining 30 credits are devoted to academic courses outside of the department.

The B.S. degree is structured much like the traditional arts and sciences degree and enables students to incorporate the intensive training of the drama program with a broad education in the liberal arts. Students interested in the B.S. degree may choose a concentration in acting or in theater design and technology.

The B.S. degree requires 120 credits, including a minimum of 50 credits in the liberal arts, and a cumulative grade point average of 2.0 (C).

In addition to regular distribution requirements, students must select an 18-credit minor or academic specialization in one area of the liberal arts. They may take additional credits if they wish to satisfy their own interests.

For acting students, during most of the first two years there is no difference between the requirements for the B.S. and B.F.A. degrees in drama. Students interested in musical theater, stage management, and theater design and technology begin their specialized programs in their first semester. Continuation to a B.F.A. program in acting or musical theater is based on faculty evaluation of the student's classwork and personal commitment at the end of the second year of study. However, this is not the only evaluation. All students in the department are evaluated periodically to see whether their commitment and development warrant continuation in the program they have selected. The decision of which degree to choose is usually made in consultation with the advisor at the end of the second year.

SYRACUSE STAGE

Syracuse Stage is a professional (LORT Equity) theater company. Together with the Department of Drama, it forms part of an unusual University-professional theater affiliation. The close relationship between a major professional theater serving the city and a vigorous University program for training young professionals is fostered by their common home in one complex.

Drama students earn credits by assisting professional directors, designers, and technicians and by appearing in productions at Syracuse Stage; in turn, the staff of the professional theater is involved in all the productions of the drama department, supervising and assisting student designers and technicians with their work. Some student actors are cast in professional productions, and all students profit from the experience, advice, and example of professional actors, designers, directors, and resident staff working in the same building. A number of specialized drama department classes are taught by members of Syracuse Stage who are part-time adjuncts to the faculty.

COURSES FOR NON-DRAMA STUDENTS

Non-drama students are welcome in DRA 105, 355, 356, 305, 405, and 491, as well as in ART 250 and 253 (offered by the School of Art and Design).

STUDY ABROAD

The College of Visual and Performing Arts, through Syracuse University Abroad, provides students in the Department of Drama with the opportunity to draw upon the unparalleled theater resources of London, England, or design resources in Florence, Italy, through study abroad. The drama program in London is offered each semester; students may participate for one semester or for an academic year. Coursework is designed to take advantage of the quantity and quality of London theater. A unique weekly acting workshop at the prestigious Globe Theatre provides training in special skills such as stage movement and voice training. Students may also take courses in the arts and sciences, communications, environmental arts, or management. A direct placement program with the London College of Fashion offers students majoring in costume design an opportunity to study costume design and technology during their junior year. Design students may choose to study in Florence, Italy, where rich cultural resources in art, theater, and opera provide an unforgettable educational experience.

For further information, contact the Office of Student Services, 204 Crouse College, or SU Abroad, 106 Walnut Place (suabroad.syr.edu).

THE TEPPER EXPERIENCE: A NEW YORK CITY DRAMA EXPERIENCE

The Tepper Experience is a unique program from Syracuse University's Department of Drama that offers undergraduate students in advanced levels of acting, musical theater, design, and stage management the opportunity to immerse themselves in a rigorous artistic training program in the culturally rich setting of New York City.

Students in the Tepper Experience work closely with an accomplished faculty of professional, working artists who nurture the students' creative, intellectual, and personal growth. The faculty also helps students gain an understanding of the business skills essential for a rewarding and successful career in the industry.

Residency in New York City is an integral part of the Tepper Experience. Students live and study in the heart of New York's theater district during a semester of their senior year, with studio classes a mere 10-minute walk from their accommodations at the New Yorker Hotel. Their artistic training is

fueled by the cultural and educational resources of the city. In addition to being exposed to a broad range of theater, they can experience museums, libraries, and various entertainment venues.

SYRACUSE UNIVERSITY DRAMA ORGANIZATION

The Syracuse University Drama Organization (SUDO) is the national chartered alumni club for SU drama alumni and friends in the entertainment industry. Based in New York City, SUDO's primary goals are to be a source of networking for drama alumni and to provide new and future alumni with mentoring assistance. To meet its goals, SUDO hosts many social, cultural, and fund-raising functions such as an annual reunion party, an Academy Awards party, a biannual cabaret, and a new play reading series. SUDO also publishes a regular newsletter available to members.

The Department of Drama has a unique affiliation with Syracuse Stage, an Equity theater company, and has specialized facilities, including three theater spaces and a cabaret space, enabling students to participate in every dramatic activity, from stage management stagecraft and design to acting and directing. Students learn from faculty members who themselves are practicing professionals in every aspect of theater. The department provides students with the opportunity to draw upon the unparalleled theater and art resources of London, England, or Florence, Italy, through study abroad. It also offers a unique drama experience through the Tepper Experience, a rigorous artistic training program in the culturally rich setting of New York City. Many of the alumni who have gone on to become highly respected writers, actors, directors, producers and designers return to campus occasionally to lecture, advise, and participate in informal discussions. Visiting artists working at Syracuse Stage or other professional venues in the area often conduct workshops or discussions with Drama students.

Communication And Rhetorical Studies

Contact Amos Kiewe, Chair, 100 Sims Hall, 315-443-2308
vpa.syr.edu/crs

Communication and Rhetorical Studies constitute the fiber with which we weave a framework of interaction among and between people, groups, and society. It is a highly complex process requiring observation, examination, and dynamic personal involvement. A comprehensive education based on a mastery of all the aspects involved in communication and rhetorical studies guarantees the student life-long benefits academically, personally, and professionally.

The Department of Communication and Rhetorical Studies at Syracuse University prepares students to become adept thinkers, competent decision makers, and versatile professionals. Individuals skilled in the theory and practice of communication and rhetorical studies have almost unlimited career opportunities. They are found in every business and profession. The majority of communication and rhetorical studies majors pursue careers in internally oriented corporate and organizational communication and/or externally oriented corporate and public information. In recent years, virtually every graduate of the Department of Communication and Rhetorical Studies has received and accepted a challenging job offer, continued on to a professional school, or pursued a graduate degree in communication and rhetorical studies.

The world is increasingly more dependent on a complex system of communication. Individuals equipped with finely tuned skills in the area of communication are highly sought by potential employers and highly valued by society as a whole. The Department of Communication and Rhetorical Studies offers students the opportunity to make the most of their potential by making the most of the program.

The Department of Communication and Rhetorical Studies is devoted to the study of human symbolic activity, chiefly as it is constituted through spoken language. Communication and rhetorical studies is envisioned as a fundamental human process through which individuals learn to adapt to and create linkages with their social, psychological, and physical environments; develop higher mental processes; and regulate their own behavior as well as that of others. Education in communication and rhetorical studies at Syracuse University focuses on the development of communication competence; students learn how communication is used in constructing social contexts and in articulating decisions to achieve specific outcomes.

Aware that message-related behaviors vary as participants, settings, and conditions change, departmental faculty use a variety of methods and theories to investigate and explain the richness in human communicative behavior. Appropriately, the Department of Communication and Rhetorical Studies embraces and embodies a pluralistic view in its approach to instruction in communication and rhetorical studies.

The Department of Communication and Rhetorical Studies embraces diversity as a core component in its curricular offerings. People always communicate within particular contexts, creating unique and complex relationships between speakers, messages, audiences, and occasions. Responding to this, the department has ensured that most courses address the concept of diversity and develop students' cultural awareness and ability to adapt and respond to the demands of the communication situations they encounter and create.

Students pursue a B.S. degree in communication and rhetorical studies by taking 36 credits in communication and rhetorical studies, 54 credits in arts and sciences, and 30 credits in University-wide electives. In this program, students integrate studies in communication and rhetorical studies with courses from other professional schools and the College of Arts and Sciences.

Special Services and Programs

HONORS IN COMMUNICATION AND RHETORICAL STUDIES

Outstanding students are encouraged to pursue honors in communication and rhetorical studies. Exceptional students may undertake a project of their own choosing under the direction of a faculty member. Project reports are presented at the end of the semester.

For further information about the Honors Program, contact the Office of Student Affairs, 204 Crouse College, or the Honors Program, 306 Bowne Hall.

STUDY ABROAD

The College of Visual and Performing Arts, through the Syracuse University Abroad (SU Abroad), provides communication and rhetorical studies majors with the opportunity to study in London or Madrid. Students may participate for a semester or a year.

Normally, communication and rhetorical studies courses are offered only in the spring semester.

Students may choose from courses in communication and rhetorical studies and complete their course loads by selecting from a wide range of courses in arts and sciences, management, public communications, and human services.

For further information, contact the Office of Student Affairs, 204 Crouse College, or SU Abroad, 106 Walnut Place (suabroad.syr.edu).

Setnor School Of Music

215 Crouse College, 315-443-5892

<http://vpa.syr.edu/music>

In collaboration with the SU Strasbourg Center, and the Conservatoire Nationale de Strasbourg, the school offers an opportunity for a semester abroad for music majors.

Students enrolled in the Bandier Program are encouraged to spend a semester in London, England, a place considered the center of the music industry world. Opportunities for supervised internships while abroad are available and encouraged.

The Rose, Jules R., and Stanford S. Setnor School of Music is committed to offering opportunities for the highest level of professional musical development within the context of a broad, humanistic education that seeks to engender an integrative balance in the work of its students. The school seeks also to encourage the broadest possible range of creative options for its students, recognizing that the western classical tradition continues to grow and expand, and that it is only one in a world of myriad others.

The school recognizes all musical disciplines as essential to the health of the profession and to the continued evolution of culture, and so strives for the highest standards of achievement for students in all degree programs.

The school affirms its role and responsibilities as a citizen of its community, and of the larger culture, and so is committed to serving the community through outreach and education, and to creating an inclusive environment in which all can develop their gifts.

The Setnor School of Music is also committed to ensuring that students receive a full grounding in music in all of its forms. In the music history sequence, contributions by women and minority composers are treated as part of the overall cultural context of each period studied. In addition, special studies courses specifically address a range of non-traditional topics. The following courses address issues of diversity:

MHL 664 History of American Popular Music
MHL/MTL 566 Topics in Literature and Analysis
MUE 616 Psychological and Sociological Aspects of Music
MHL 666 History of Jazz

ADMISSION

An audition in person is required for full acceptance into graduate programs. In cases where a live audition is not feasible, a provisional acceptance may be made on the basis of a recorded audition. Recorded auditions are not considered binding and a provisional admission based on a tape audition must be confirmed by a live audition when the student arrives on campus. Applications for graduate assistantships are due by March 1. After admission, the student must take diagnostic examinations in music theory and music history. For information on how to apply to the Setnor School of Music, including scheduling auditions, please visit vpa.syr.edu/index.cfm/page/graduate-admission-music, or contact the college's Office of Recruitment and Admissions at 315-443-2769.

FACILITIES

The Setnor School of Music is housed in John B. Crouse Memorial College. The ground floor provides practice rooms, studios, and the Music Education Resource Center. More studio and classroom space is located on the upper three floors, as well as the recently upgraded electronic music studio; digital multitrack recording studios specifically geared for recording of concert music and jazz; the Belfer Archive for sound archiving and preservation; and Setnor Auditorium with its 3,823-pipe Holtkamp organ.

SPECIAL OPPORTUNITIES

The Setnor School of Music holds many faculty and student recitals in Setnor Auditorium as well as concerts sponsored by visiting soloists and ensembles. Also featured are concerts by University-sponsored groups such as the Wind Ensemble, Syracuse University Symphony Orchestra, University Singers, and the Oratorio Society, a choral group regularly featured in performances with the Syracuse Symphony Orchestra. Digital recordings of the concerts and some student recitals have been prepared for broadcast on local radio stations by the audio facility of the Setnor School of Music.

Communication And Rhetorical Studies

The Department Of Communication And Rhetorical Studies

The Department of Communication and Rhetorical Studies supports a theory-based program emphasizing leadership by developing communication skills and a sophisticated understanding of communication as a creative process. Communication is recognized as central to the development of all things social: interpersonal relationships, social roles, personal identities, organizational cultures, and the like. Understanding exactly how and why the process works is important to every career. Syracuse's program goes far beyond the common practice of public speaking. Instead, the department emphasizes the full range of communication practices: everyday conversation, group decision making, organizational communication, political communication, speech making, rhetorical criticism, and intercultural communication.

Opportunities for study abroad experiences include London, England, and Madrid, Spain.

Drama

The Department Of Drama

The Department of Drama has a unique affiliation with Syracuse Stage, an Equity theater company, and has specialized facilities, including three theater spaces and a cabaret space, enabling students to participate in every dramatic activity, from stage management, stagecraft and design to acting and directing. Students learn from faculty members who themselves are practicing professionals in every aspect of theater. The department provides students with the opportunity to draw upon the unparalleled theater and art resources of London, England, or Florence, Italy, through study abroad. It also offers a unique drama experience through the Tepper Experience, a rigorous artistic training program in the culturally rich setting of New York City. Many of the alumni who have gone on to become highly respected writers, actors, directors, producers and designers return to campus occasionally to lecture, advise, and participate in informal discussions. Visiting artists working at Syracuse Stage or other professional venues in the area often conduct workshops or discussions with Drama students.

School Of Art And Design

The School Of Art And Design

The School of Art and Design is an accredited institutional member of the National Association of Schools of Art and Design, has a long tradition of offering students the opportunity to develop their artistic talents and obtain a broad liberal arts education. Students learn from faculty members who are not only teachers, but also practicing artists and designers, with work in major museums, international exhibitions, and professional commercial venues. The school offers programs of study at the undergraduate level in art, design, and transmedia; it also maintains study programs in Florence, Italy; Prague, Czech Republic; and London, England. In addition, the school works in cooperation with the SU Art Galleries, Syracuse University Library's Special Collections Resource Center; the University's textile and historic costume collections, and COLAB.

Setnor School Of Music

School Of Music

A charter member of the National Association of Schools of Music in 1928, the Setnor School of Music has a long tradition of high-quality education for serious music students. Its programs reflect a concern for academics as well as professional studies. The school offers its students opportunities to prepare for careers as performers, composers, arrangers, scholars, teachers, and professionals in the music industry. Students learn from faculty members who are themselves actively involved in music-making. Students, faculty, and visiting artists perform on campus throughout the year, as do symphonic, chamber, opera, and choral groups.

Academic Offerings

Art Photography MFA

Contact Department of Transmedia, 102 Shaffer Art Building, 315-443-1198.

vpa.syr.edu/art-design/transmedia/graduate/art-photography

The M.F.A. program in art photography includes tutorials, group critiques, and courses in history, theory, and criticism. The program is dedicated to experimentation and exploration within a wide range of photographic and conceptual practices. This pluralistic approach to the medium gives graduate students a nuanced understanding of photography as it relates to contemporary art practice.

The program offers darkroom and studio facilities equipped for work in black and white, color, and digital photography. Graduate students have separate darkrooms: a black and white facility and a color lab that includes a 40-inch processor, high resolution film scanners and large-format archival inkjet printers. Digital SLR's, medium- and large-format film cameras, and an extensive array of lighting equipment are available for checkout. A shooting studio is equipped for all formats of digital and analog photography.

Graduate students also benefit from the department's close association with Light Work, a nonprofit organization on campus that sponsors an internationally renowned visiting artist program and exhibitions in the Robert B. Menschel Photography Gallery. In addition, the Department of Transmedia maintains its own gallery space for exhibitions and events organized by graduate students.

Art Video MFA

Contact Department of Transmedia, 102 Shaffer Art Building, 315-443-1202.

Faculty Tom Sherman

vpa.syr.edu/art-design/transmedia/graduate/art-video

The graduate program in art video encourages exploration of the aesthetic possibilities of subject, genre, and media technologies from personal points of view. Students in the M.F.A. program work closely with faculty in developing structure and strategies for making art in the video medium, including performance, narrative, documentary, site-specific, and multichannel installation.

The program is supported by a multiple format video and audio facility. Production is executed with mini-DV camcorders, digital audio field recorders, and necessary peripherals. Post-production suites are equipped with Macintosh-based, non-linear editing systems. Video projectors are available for exhibition. There are also digital, multi-track audio studios, plus access to other University facilities to complement production, post-production, and exhibition activities.

The art video program at the M.F.A. level assumes candidates are highly motivated to produce challenging work and are capable of working in a tutorial environment.

Financial awards are based on portfolio review, letters of recommendation, and previous experience. The production and post-production facilities are staffed by graduate students, affording the opportunity to learn successful management of a multi-use, multi-format facility. M.F.A. degree recipients have typically continued in their field as video artists, independent producers, and faculty in other university video programs.

Ceramics

Contact Margie Hughto, Department of Art, ComArt Building, 315-443-3700.

Faculty Peter Beasecker, Margie Hughto, Errol Willett

Graduate study in ceramics may be directed toward pottery, sculpture, tile mosaics, or other areas of ceramics. Students work in new and traditional techniques in clay and glaze technology and expand their knowledge of the use of clay, glaze, and slips in the building and decorating of pottery, ceramic sculpture, and tile mosaics. Use of gas and electric kilns, other equipment, and the actual running of a ceramic studio are included in this M.F.A. program.

Students work in individual studios within the ceramics facility and maintain active relationships with faculty members, staff members, and other students.

Career possibilities include being a working artist and commercial applications as well. Graduates combine ceramics with work in a gallery or with work on historical restoration projects, in teaching, museum work, or with design consultants.

Communication And Rhetorical Studies

Contact Bradford Vivian, 100 Sims Hall, 315-443-2308

Faculty Anne Demo, Cynthia Gordon, Bradford Vivian

The Department of Communication and Rhetorical Studies offers the student a general background in theory, research methods, and context areas that include the following: (1) communication theory, (2) cosmopolitan studies, (3) rhetorical theory and criticism. Programs serve students with a variety of intellectual interests and career objectives.

The department embraces diversity as a core component in its curricular offerings. People always communicate within particular contexts, creating unique and complex relationships between speakers, messages, audiences, and occasions. Responding to this, the department has ensured that most courses address the concept of diversity and develop students' cultural awareness and abilities to adapt and respond to the demands of the communication situations they encounter and create. The following courses are explicit in their treatment of diversity issues:

CRS 514 Language and Meaning
CRS 535 Communication and Community
CRS 567 Rhetoric and Philosophy
CRS 568 Rhetoric of Social Change
CRS 614 Communication, Power and Gender
CRS 630 Intercultural Communication

ADMISSION

The Graduate Record Examination (GRE) is recommended for admission into the Department of Communication and Rhetorical Studies. Admission into the program as well as graduate assistantship and scholarship awards are determined by the Director of Graduate Studies.

Communication and Rhetorical Studies

Contact Bradford Vivian, 100 Sims Hall, 315-443-2308

Faculty Richard W. Buttny, Anne Demo, Craig A. Dudczak, Cynthia Gordon, Diane Grimes, Arthur D. Jensen, Kenneth M. Johnson, Amos Kiewe, Kendall Phillips, Erin Rand, Amardo Rodriguez, Bradford Vivian

The M.A./M.S. in communication and rhetorical studies requires 33 credits beyond the B.S. or B.A. degree; 24 must be taken in the Department of Communication and Rhetorical Studies, and up to 9 may be taken in areas outside the department. Students qualified to do so are encouraged to take courses outside the major area. All programs include a common core: CRS 601, CRS 603, and CRS 605. No more than 6 credits may be earned in selected readings, experience credit, and independent study courses. At least 9 credits must be 600-level or above. Candidates may choose to write a thesis for 6 credits, a faculty-guided project for 3 credits, or take the entire 33 credits in coursework and a comprehensive examination on this work. Successfully completed theses will be archived in the library for patrons' use.

Computer Art

Contact Department of Transmedia, 102 Shaffer Art Building, 315-443-1033.

Faculty Heath Hanlin

vpa.syr.edu/art-design/transmedia/graduate/computer-art

Computer art is experiencing a stormy adolescence. The transformation from a medium governed by novelty to a set of media that weave in and out of other media as diverse as filmmaking and sculpture is a long-term process. The computer art M.F.A. program at Syracuse University has the longevity to see these changes through and to patiently wait for the next round.

Master's degree students are encouraged to develop their personal vision of computer art in areas as diverse as computer animation, physical computing, procedural thinking, net.art, sonic art, multi-channel installation, and gaming. The program's faculty have wide research and technical interests encompassing all these areas in their professional practices.

In addition to creative work, students are expected to develop a personal exhibition strategy and strong exhibition record. Our alumni follow a variety of career paths, from academia to independent work to industry. We are dedicated to helping you reach these goals in a supportive, but demanding and highly critical, environment.

The curriculum is very open, allowing the opportunity for M.F.A. candidates to make vital connections in other areas of the University, such as women's and gender studies, studio arts, computer science, and especially the other areas within transmedia: photography, video, and film.

Graduate students have 24-hour access to all computer art facilities, dedicated Apple MacPro workstations, video post-production, audio production, a recording studio, video camcorders, field audio recorders, and an array of physical computing gear.

Computer Art

Contact Heath Hanlin, Department of Transmedia, 102 Shaffer Art Building, 315-443-1033.

Faculty Heath Hanlin

Computer art is experiencing a stormy adolescence. The transformation from a medium governed by novelty to a set of media that weave in and out of other media as diverse as filmmaking and sculpture is a long-term process. The computer art M.F.A. program at Syracuse University has the longevity to see these changes through and to patiently wait for the next round.

Master's degree students are encouraged to develop their personal vision of computer art in areas as diverse as computer animation, physical computing, procedural thinking, net.art, sonic art, multi-channel installation, and gaming. The program's faculty have wide research and technical interests encompassing all these areas in their professional practices.

In addition to creative work, students are expected to develop a personal exhibition strategy and strong exhibition record. Our alumni follow a variety of career paths, from academia to independent work to industry. We are dedicated to helping you reach these goals in a supportive, but demanding and highly critical, environment.

The curriculum is very open, allowing the opportunity for M.F.A. candidates to make vital connections in other areas of the University, such as women's and gender studies, studio arts, computer science, and especially the other areas within transmedia: photography, video, and film.

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Performance, Composition And Conducting

Performance, Composition, and Conducting

Performance John Laverty, Professor

Conducting String Assistantships James Tapia, Associate Professor

Composition Andrew Waggoner, Associate Professor

Setnor School of Music, 215 Crouse College, 315-443-5892.

Contact Harriett Conti, Assistant Dean, Admissions and Recruiting, College of Visual and Performing Arts, 202 Crouse College, 315-443-2769.

vpa.syr.edu/music/programs/graduate/performance

vpa.syr.edu/music/programs/graduate/composition

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The program promotes the attainment of high levels of performance and a solid grasp of general musical knowledge, as demonstrated by the following: a two-part terminal project for the performance degree in which the candidate performs in two major public appearances. One is a solo recital; the second may be another solo recital, an ensemble recital, a performance of a major concerto with orchestra, or a lecture recital on a subject relevant to the student's major instrument. Piano majors whose emphasis is in Piano Ensemble Arts are required to collaborate in at least three recitals per semester. The terminal requirement in composition is at least one large-scale composition and the presentation of one public recital of selected compositions. Written and oral comprehensive examinations must be completed during the final semester. Conducting majors are required to present two graduate-level recitals and complete written and oral comprehensive examinations.

Convocation attendance and ensemble participation are required for all full-time graduate students.

MASTER OF MUSIC COMPOSITION, ORGAN, PERCUSSION, PIANO, STRINGS, VOICE, WIND INSTRUMENTS

Requirements

Research (core) 3

MTC 646 (core) 3

History (core) 3

Major 8

Recitals 2(1)

Special courses* 4

Music literature, music electives and free 11-12
electives (varying with emphases)

34-36

MASTER OF MUSIC CONDUCTING

Requirements

Research (core) 3

MTC 646 (core) 3

History (core) 3

Major 8

Recitals 2

Drama

Maria Marrero, Chair

820 East Genesee Street, 315-443-2669

Please note that the Department of Drama is not accepting new applications for graduate study at this time.

Fiber Arts & Material Studies

Contact Department of Art, ComArt Building, 315-443-1135 or 315-443-3700.

Faculty Ann Clarke, Olivia Robinson

vpa.syr.edu/art-design/art/graduate/fiber-arts

Fiber Arts/Material Studies MFA graduate program is concerned with the exploration of the creative, conceptual and multi-dimensional aspects of fibers, textiles and related materials. In addition to traditional and nontraditional fiber practices, students are encouraged to explore the intersections and connections with ideas, materials, techniques and technologies of other media. This cross disciplinary activity provides a platform for exploration and inclusion of atypical concepts and creative activities.

Within the degree, candidates have the opportunity to conduct research through individual programs of study developed in consultation with the Fiber faculty. The Fiber program is recognized for lively interaction amongst students, faculty, visiting artists and visiting professors. In addition to the communal Fiber work space, dye lab, textile lab and weaving room, graduate students are provided with studio spaces.

Highlights of the facilities include: 14 four, eight, or ten harness looms; 4 sixteen or twenty-four harness looms; electronic knitting equipment; computerized embroidery machines; sewing and serging machines; wearable computing and electronics equipment; and 24-inch fabric dye computer printer. Students are also encouraged to take advantage of the wide range of facilities and classes offered within the School of Art and Design, and the University at large.

Film

Contact Department of Transmedia, 102 Shaffer Art Building, 315-443-1033.

Faculty Owen Shapiro, Miso Suchy

vpa.syr.edu/art-design/transmedia/graduate/film

The M.F.A. in film is an advanced degree for filmmakers, earned in preparation for a professional career. The program emphasizes two things equally: creative production in dramatic, experimental, and documentary forms, and film studies (notably theory, criticism, and history). Production courses and academic courses are integrated throughout, and this intense mingling of theory and practical application results in a lively interchange of ideas and a viable transferring of ideas into action.

The program meets professional and educational needs in experimental and dramatic film production. The complementary curriculum structured for the degree in film is unique, and courses are offered throughout the year, including some summer sessions.

A minimum of 60 credits is required in film, including a thesis film and project paper. Prerequisites for all students are two semesters of film history, one semester of film theory, and one semester of 16mm film. Candidates must also take whatever undergraduate courses are needed to correct deficiencies in their previous training. No entrance exams are required, but applicants must submit a portfolio and arrange for a personal interview with the program head if applying for a fellowship or assistantship. Phone interviews may be acceptable when circumstances warrant. A residence of three years is normally required to complete the program.

The physical facilities for film production are among the best in the country. There is a digital sound studio for mixing, foley and music recording, a 1,200-square-foot sound stage, and an animation studio. There are more than 30 16mm cameras ranging from Bolex non-synch cameras to Arri SR-2s to Super-16mm Aaton cameras and numerous digital sound recording devices. Post facilities include digital edit suites for standard definition film/video as well as HDV. Analog facilities include nine 16mm flatbed editors. A large selection of grip and lighting equipment is also available.

M.F.A. degree candidates are required to produce three films; the third film is their thesis project. Two of these films, one of which must be the thesis project film, must be taken to a faculty approved answer print stage. All M.F.A. degree candidates are required to screen and discuss their work at an annual portfolio review and in original graduate student showcases.

Illustration

Contact Department of Art, 102 Shaffer Art Building, 315-443-4613.

Faculty Yvonne Buchanan, Robert Dacey, Roger DeMuth, James Ransome, John Thompson

vpa.syr.edu/art-design/art/graduate/illustration

This program is well suited for individuals who wish to further their illustration skills, as well as those who desire to teach. The program integrates individual studies with opportunities for the student to sit in on undergraduate illustration classes to observe how illustration is taught. Students will be offered the option to teach.

The program requires a 60-credit degree with a three-year residency. The candidate will also produce a body of work as a thesis requirement and participate in an M.F.A. exhibition.

Candidates for admission are expected to give evidence of superior accomplishment and potential. It is recommended that the applicant have some professional experience in the illustration field. Artwork/slides/portfolio should demonstrate strong drawing and painting skills, as well as conceptual and storytelling ability.

The resident illustration program faculty members are all nationally recognized illustrators. They are supplemented by prominent visiting faculty and lecturers.

Jewelry And Metalsmithing

Contact Department of Art, ComArt Building, 315-443-3700.

vpa.syr.edu/art-design/art/graduate/jewelry-and-metalsmithing

The jewelry and metalsmithing program at Syracuse is concerned with the development of students as artists and designers able to manipulate a variety of metals and tools for aesthetic ends. In addition to the metalsmithing faculty, visiting artists and faculty in related areas support the education of metalsmithing students. Visiting artists have included alumni Harriete Estel Berman and Bruce Metcalf as well as Gary Griffin, William Harper, Chris Irick, and Tacey Rosolowski.

Qualified students with backgrounds germane to the area may earn the M.F.A. Candidates have the opportunity to conduct research through individual programs developed in consultation with the department's faculty. While the program is based on traditional jewelry and metalsmithing techniques, mixed media and non-traditional approaches are encouraged. Instruction is one-to-one.

Each graduate student is assigned a small semi-private studio. The program is housed in a well-equipped facility.

Museum Studies

Contact Graduate Program in Museum Studies, Warehouse, first floor, 315-443-4098.

#Faculty #

vpa.syr.edu/art-design/design/graduate/museum-studies

The graduate program in museum studies prepares individuals to enter the museum profession through a course of study leading to the M.A. degree. The curriculum is grounded in research, scholarship, design, and actual practice. At the center of the program is the belief that the museum professional serves as the liaison between the viewing public and the museum object. Furthermore, the program is structured in a manner that enables our students to develop an understanding of the relationship between theory and practice. The Syracuse University Art Galleries and internships at museums throughout the United States and abroad have provided opportunities for our students to gain invaluable experience. We strongly believe that this combination of academic and professional training prepares our students for their chosen fields and sustains them throughout their careers.

An important aspect of the program is the availability of courses in a wide variety of fields, including the School of Art and Design, the Department of Fine Arts, the School of Information Studies, and the Department of Anthropology at Syracuse University. Many of our students pursue concurrent or sequential graduate degrees in other areas of study. However, matriculated status in the graduate program in museum studies does not guarantee admission to other graduate programs.

The faculty is composed of working professionals from the University and the local museum community. They bring a wide range of expertise and experience to students in the program.

Applicants must have at least a 3.3 average (4.0=A) in the major field and an overall average of no less than 3.0. The Graduate Record Examination (GRE) is highly recommended. (Graduate students from non-visual arts disciplines who are seeking concurrent degrees are encouraged to discuss their backgrounds and their programs of study with the graduate director.)

The M.A. degree requires a minimum one-year residency and 33 credits, 27 of which must be in museum studies. Students must pass a comprehensive examination.

Core requirements: (All courses required)

MUS 503 Introduction to Museum Studies 3
MUS 506 Introduction to Curatorship 3
MUS 603,604 Practicum I, II 6
MUS 607 Collections Management 3
MUS 670 Experience Credit 3-6
18-21

Concentration Requirements: (Minimum of two, one of which may be selected from courses offered as MUS 600 Selected Topics)

MUS 705 Print Curatorship 3
MUS 703 Advanced Curatorship 3
MUS 708 Public Learning in Museums 3

MUS 709 Museum Management 3
MUS 712 Museum Development 3
General academic or studio electives 6-9
Completion Requirement
Comprehensive examination 0
33

Music Composition

The Setnor School of Music offers a master of music (M.M.) degree program in composition. You will study privately with our prestigious faculty and also meet weekly in the Composer's Symposium to discuss current issues and visit with guest composers.

vpa.syr.edu/music/programs/graduate/composition

Organ

MASTER OF MUSIC COMPOSITION, ORGAN, PERCUSSION,

PIANO, STRINGS, VOICE, WIND INSTRUMENTS

Requirements

Research (core) 3

MTC 646 (core) 3

History (core) 3

Major 8

Recitals 2(1)

Special courses* 4

Music literature, music electives and free 11-12
electives (varying with emphases)

34-36

MASTER OF MUSIC CONDUCTING

Requirements

Research (core) 3

MTC 646 (core) 3

History (core) 3

Major 8

Recitals 2

Electives 15-16

34-35

*Special courses for various emphases: (examples) Orchestral Repertoire (strings) Accompaniment (ENC 520)

Painting MFA

Painting and Drawing

Contact Department of Art, 102 Shaffer Art Building, 315-443-4613.

Faculty Sharon Gold, Andrew Havenhand, Michael Sickler, Ludwig K. Stein, Jerome P. Witkin, Stephen Zaima

vpa.syr.edu/art-design/art/graduate/painting

M.F.A. candidates in painting and drawing have excellent facilities in which to pursue independent work and research. Each student has a studio space and is encouraged to be self-motivated. Students are regularly visited in their studio for critiques by professors each semester. In addition, informal guidance is given by prominent visiting artists and critics during the academic year. Past visiting artists include Gregory Amenoff, Kenneth Baker, Eric Fischl, Paul Georges, Clement Greenberg, Hilton Kramer, Lucy Lippard, Elizabeth Murray, Kenneth Noland, Robert Pincus-Wittin, Susan Rothenberg, David Salle, Robert Storr, Mark Tansey, Wayne Thiebaud, William Wegman, and many others.

Students work in a variety of contemporary styles and media. The faculty is large and diverse; their styles and approaches to painting run the gamut of contemporary expression, and their exhibition records are extensive.

The painting and drawing program has an impressive tradition of excellence, more than 100 years in the making. The student body includes many international students, providing a mix of interests, backgrounds, and cultures.

The program requires a 60-credit degree with a three-year residency and is accompanied by a final research paper and M.F.A. exhibition. Many candidates receive teaching assistantships, fellowships, or remitted tuition assistance.

Alumni include Bradley Walker Tomlin, Robert Goodnough, Sidney Tillim, Charles Hinman, Peter Plagens, Sol Lewitt, Elizabeth Murray, and Rebecca Purdum.

Percussion

Our master of music (M.M.) degree programs in the performance areas of organ, percussion, piano, strings, voice, and wind instruments promote the attainment of high levels of performance in addition to the skills necessary to enter the professional music world.

vpa.syr.edu/music/programs/graduate/performance

Piano

Performance, Composition, and Conducting

Performance John Laverty, Professor

Conducting String Assistantships James Tapia, Associate Professor

Composition Andrew Waggoner, Associate Professor

Setnor School of Music, 215 Crouse College, 315-443-5892.

Contact Harriett Conti, Assistant Dean, Admissions and Recruiting, College of Visual and Performing Arts, 202 Crouse College, 315-443-2769.

Performance Faculty Alyssa Blount, Cornelia Brewster, Janet Brown, Michael Bull, Ronald Caravan, Edward Castilano, Bonnie Choi, Deborah Coble, John Coggiola, Michael Coldren, Joshua Dekaney, Bill DiCosimo, Jonathan English, Bradley P. Ethington, Jon Garland, William Harris, Amy Giller Heyman, Steven Heyman, Eric Johnson, Fred Karpoff, Adrienne Kim, James Krehbiel, John Laverty, Li Li, Gail Lyons, Philip MacArthur, Jeremy Mastrangelo, Julia McKinstry, Ken Meyer, Donna Miller, Darryl Pugh, Joseph Riposo, Julianna Maria Sabol, Caroline Stinson, Martha Sutter, Barbara Tagg, Patti Thompson-Buechner, Ida Trebicka, John Warren, Carolyn Weber, Gregory Wood

Composition faculty J. Downing, D. Godfrey, N. Scherzinger, A. Waggoner, J. Welsch.

Conducting faculty B. Ethington, J. Laverty, J. Tapia, J. Warren.

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MASTER OF MUSIC COMPOSITION, ORGAN, PERCUSSION

PIANO, STRINGS, VOICE, WIND INSTRUMENTS

Requirements and Credits

Research (core) 3

MTC 646 (core) 3

History (core) 3

Major 8

Recitals 2(1)

Special courses* 4

Music literature, music electives and free electives (varying with emphases) 11-12

Total 34-36

MASTER OF MUSIC CONDUCTING

Requirements and Credits

Research (core) 3

MTC 646 (core) 3

History (core) 3

Major 8

Recitals 2

Electives 15-16

Total 34-35

*Special courses for various emphases: (examples) **Orchestral Repertoire (strings) Accompaniment (ENC 520)**

Printmaking

Contact Department of Art, ComArt Building, 315-443-3700.

Faculty Holly Greenberg, Dusty Herbig

vpa.syr.edu/art-design/art/graduate/printmaking

Contemporary practices in printmaking are embraced in our master of fine arts (M.F.A.) degree program. A base in the traditional methods of print media lays the groundwork for a jumping off point into experimental, digital, installation, interactive, collaborative and innovative art practices. Our M.F.A. candidates enter the program with a range of interests related to the medium of print and then commit to an intense period of study towards the goal of creating a cohesive and technically sophisticated body of work which can be discussed in the context of contemporary art issues.

Our faculty are working artists with an expansive knowledge of contemporary and traditional printmaking methods. Additionally you will have the opportunity to work closely with our many visiting artists, meet for individual studio critiques and work side-by-side with them in creating limited editioned prints. Recent guest artists include: Adriane Herman, John Hitchcock, Sean StarWars, Chris Johanson, Michael Barnes, Jack Damer, Michael Krueger and Kathan Brown.

Our fully ventilated 6,400 sq. ft. facility includes 6 etching and lithography presses ranging in size up to 40" x 72", a separate ventilated acid and solvent clean-up room, separate studio spaces for graduate and undergraduate majors, a hand papermaking lab with 1 lb Voith Hollander beater, typography lab with Vandercook, table top and full size Platen presses plus wood and metal type including Goudy originals, and a computer lab and resource library. Additionally the facility offers a separate state of the art serigraphy studio equipped with a 36" x 48" Douthitt vacuum exposure table, back lit washout sink, 2 vacuum printing stations and 6 printing stations.

Sculpture MFA

Contact Department of Art, ComArt Building, 315-443-3700 or 315-443-3619.

vpa.syr.edu/art-design/art/graduate/sculpture

Students enrolled in the M.F.A. sculpture program pursue individual creative research and artistic production, guided with courses in graduate critique, seminars, and independent coursework with faculty. Opportunities are provided for working in traditional and contemporary media.

The spacious facilities consist of dedicated workshops for such processes as metal casting, fabrication, and welding; wood and stone carving; clay; plaster; resins; plastic; and a state-of-the-art wood workshop, among others. Ample workspaces for assembly; project spaces dedicated to installation and performance; gallery spaces for student exhibitions; outdoor casting and large-scale fabrication capabilities; and private studios are provided.

Graduate studies in sculpture are enhanced by an extensive visiting artist, critics and curator program. M.F.A. candidates have the opportunity to have close contact with the artists through lectures and individual studio critiques. Recent visitors include Diana Al-Hadid, Doug Ashford, Petah Coyne, Allan McCollum, Patricia Phillips, Bonnie Collura, Keith Edmier, and Tom Sachs.

Strings

Performance, Composition, and Conducting

Performance John Laverty, Professor

Conducting String Assistantships James Tapia, Associate Professor

Composition Andrew Waggoner, Associate Professor

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MASTER OF MUSIC COMPOSITION, ORGAN, PERCUSSION,

PIANO, STRINGS, VOICE, WIND INSTRUMENTS

Requirements

Research (core) 3
MTC 646 (core) 3
History (core) 3
Major 8
Recitals 2(1)
Special courses* 4
Music literature, music electives and free 11-12
electives (varying with emphases)

34-36

MASTER OF MUSIC CONDUCTING

Requirements

Research (core) 3
MTC 646 (core) 3
History (core) 3

Major 8

Recitals 2

Electives 15-16

34-35

*Special courses for various emphases: (examples) Orchestral Repertoire (strings) Accompaniment (ENC 520)

Voice

Performance, Composition, and Conducting

Performance John Laverty, Professor

Conducting String Assistantships James Tapia, Associate Professor

Composition Andrew Waggoner, Associate Professor

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PIANO, STRINGS, VOICE, WIND INSTRUMENTS

Requirements

Research (core) 3
MTC 646 (core) 3
History (core) 3
Major 8
Recitals 2(1)
Special courses* 4

Music literature, music electives and free 11-12
electives (varying with emphases)

34-36
MASTER OF MUSIC CONDUCTING
Requirements
Research (core) 3
MTC 646 (core) 3
History (core) 3

Major 8
Recitals 2
Electives 15-16
34-35

*Special courses for various emphases: (examples) Orchestral Repertoire (strings) Accompaniment (ENC 520)

Wind Instruments

Performance, Composition, and Conducting

Performance John Laverty, Professor

Conducting String Assistantships James Tapia, Associate Professor

Composition Andrew Waggoner, Associate Professor

Setnor School of Music, 215 Crouse College, 315-443-5892.

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Conducting faculty B. Ethington, J. Laverty, J. Tapia, J. Warren.

The Setnor School of Music offers programs leading to the M.Mus. in performance, composition, or conducting. The M.Mus. degree program in performance is offered with the following emphases: keyboard, keyboard accompaniment, strings, voice, woodwinds, brass, or percussion. The M. Mus. degree program in conducting offers three areas of specialty: winds/ percussion, vocal, and strings. Students enter in one specific area but will also study in the other areas to create a comprehensive degree.

All graduate students are required to complete a core sequence of courses in research, music history, and music theory (a total of nine credits). In general most graduate students are required to complete 34 to 36 graduate credits beyond the baccalaureate and normally four semesters in residence. Similar academic patterns and admissions procedures comprise each program for the M.Mus.: 8 credits in the major, 3 credits in music history, 3 credits in music theory, 3 credits in research, 2 credits in recitals, and the remainder to be taken in special courses for various emphases and in music literature, music electives, or free electives (varying according to emphases).

The program promotes the attainment of high levels of performance and a solid grasp of general musical knowledge, as demonstrated by the following: a two-part terminal project for the performance degree in which the candidate performs in two major public appearances. One is a solo recital; the second may be another solo recital, an ensemble recital, a performance of a major concerto with orchestra, or a lecture recital on a subject relevant to the student's major instrument. Piano majors whose emphasis is in Piano Ensemble Arts are required to collaborate in at least three recitals per semester. The terminal requirement in composition is at least one large-scale composition and the presentation of one public recital of selected compositions. Written and oral comprehensive examinations must be completed during the final semester. Conducting majors are required to present two graduate-level recitals and complete written and oral comprehensive examinations.

Convocation attendance and ensemble participation are required for all full-time graduate students.

MASTER OF MUSIC COMPOSITION, ORGAN, PERCUSSION,

PIANO, STRINGS, VOICE, WIND INSTRUMENTS

Requirements
Research (core) 3
MTC 646 (core) 3
History (core) 3
Major 8
Recitals 2(1)
Special courses* 4
Music literature, music electives and free 11-12
electives (varying with emphases)

34-36
MASTER OF MUSIC CONDUCTING
Requirements
Research (core) 3
MTC 646 (core) 3
History (core) 3

Major 8
Recitals 2
Electives 15-16
34-35

*Special courses for various emphases: (examples) Orchestral Repertoire (strings) Accompaniment (ENC 520)

Courses

Advertising Design

ADD 540 **Offset Printing** 3 *IR*

A basic course covering the theory and practice of preparing camera-ready art for printing plate-making, and printing by offset lithography.

PREREQ: CMD 281..

ADD 640 **Professional Practices/Ad Des** 1-12 *IR*

Advanced development of advertising for print and broadcast media, in small groups. Includes market analysis, strategic planning, conceptualization, and preparation of comprehensive layouts and story boards for advertising campaigns.

ADD 644 **TV Commercial Production** 3 *Y*

Double Numbered with: ADD 444

Video techniques in the production of advertising commercials. Major emphasis on computer video editing. Introduction to camera work and sound.

PREREQ: ADD 443. R1, 3 credits maximum

ADD 740 **Ad Design Research Problems** 1-12 *SI*

Individual instruction in specialized areas of advertising design, based on professional practices in development of advertising campaigns for print and broadcast media.

PREREQ: ADD 640.

ADD 996 **Final Presentation** 3 *IR*

Final presentation accompanied by written statement culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

ADD 997 **Masters Thesis** 0-6 *IR*

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Applied Music

AMC 525 **Keyboard Skills** 2 *SI*

Sight reading. Score reading. Transposition. Basic ensemble techniques. Two-piano and four-hand repertoire emphasized. Permission of instructor.

AMC 526 **Technq of Accompaniment** 2 *SI*

Case studies in collaborative repertoire with strings, winds, and voice. Ensemble techniques: leading, following, balance. Performance of orchestral material from score and reduction: opera, concertos.

PREREQ: AMC 525.

AMC 540 **Opera Workshop** 0-1 *S*

Primarily for students in voice. Experience in conducting, coaching, accompanying, acting, directing, and stage management in the preparation and presentation of operas. Scenes from various operas and one full-length opera.

AMC 545 **Diction in Singing** 2 *Y*

Basic phonetics (International Phonetic Alphabet). Enunciation in the foreign languages most frequently encountered in vocal and choral literature (Italian, French, German, and Latin). English diction in singing. Additional work required for graduate credit.

AMC 546 **Diction in Singing** 2 *Y*

Basic phonetics (International Phonetic Alphabet). Enunciation in the foreign languages most frequently encountered in vocal and choral literature (Italian, French, German, and Latin). English diction in singing. Additional work required for graduate credit.

Art

ART 500 **Selected Topics** 1-3 *SI*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

ART 502 **History&Research/Applied Arts** 1-18 *SI*

ART 503 **History of Modern Design** 3 *Y*

Double Numbered with: ART 203

Survey of historical trends in the development of modern design reflecting both the real and the conceptual influences of society.

ART 505 **Sources of Japanese Art** 3 *SI*

Lecture/seminar. Influences affecting visual arts throughout history of Japan.

ART 511 **Aesthetics,Advanced** 3 *SI*

An examination of the main theories of art, classical and contemporary.

ART 561 **Studio Symposium** 3 *S*

Double Numbered with: ART 361

Seminar discussions from artist's point of view on issues, theories, criticism in contemporary art. Visiting artists, critics, faculty participation. Reading and paper required. Individual research in conjunction with course expectations for students taking ART 561.

ART 563 **Art in America I** 3 *Y*

Evolution of modernist trends in American art from 1890 to 1945. Some music and literary trends also featured.

ART 564 **Art in America II** 3 *Y*

Continuation of ART 563. Covers period in American art from 1945 to 1975. Music and literature also covered.

PREREQ: ART 563.

ART 610 **Topics in the History of Art** 3

A graduate seminar in the history and theory of the visual arts from ancient times to the present. Issues relevant to students preparing for the master of fine arts. Topics vary. Discussions incorporate current theory, recent scholarship, and problems addressed in contemporary art. R1, 6 credits maximum

ART 631 **Art Nouveau Design and Architecture: Studies in Material Culture** 4

Double Numbered with: ART 431

Introduction to the historical and social context that gave rise to Art Nouveau, its various manifestations, and the important practitioners and promoters of this movement in Europe and the United States.

ART 690 **Independent Study** 1-6 *SI*

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

ART 701 **Graduate Seminar** 3 *SI*

ART 702 **Graduate Seminar** 3 *SI*

ART 771 **Graduate Design Thesis** 3-12 *SI*

Development of systems to serve human needs.

Art Education

AED 510 **Special Problems in Art Ed** 1-6 *S*

Individual study of particular problems in art education which are of pertinence to the student. Counseling and consent of the instructor determine the area of study.

AED 521 **Art-Centered Art Curric'M** 3 *IR*

Ten approaches to writing art curricula: referential, chronological, stylistic, topical, special interest, specific artist, collection-related, integrating, multidisciplinary, enrichment. Development of classroom material for specific levels or particular audiences. For senior and graduate art majors.

AED 522 **Art for Special Populations** 3 *IR*

Effective personal communication through art. Choose and define a special population; expmine and generate appropriate research; develop adaptive strategies, curriculum, and evaluation procedures appropriate for classroom use. For senior and graduate art majors.

AED 524 **Visual Language** 3 *IR*

Visual language as catalyst for interdisciplinary experiences in art, math, science, and social studies. Visualization, determination of essential features, methods of teaching surrogate and relational form. Curriculum for specific grades or particular audiences. For senior and graduate art majors.

AED 525 **Exploration & Meaning in Art** 3 *IR*

Using phenomenological encounter techniques, symbol interpretation, and consideration of cultural context, students learn to argue a point of view and develop methods of critical judgment in their students. For senior and graduate art majors

AED 612 Creativity & Its Cultivation 3 Y
How do we recognize creativity? Who are the innovative individuals? Seminar workshop identifies essential criteria to discover and experience levels of creative behavior. Multisensory nature of imagination and its cultural significance. Students experiment in perceptual activities leading to design of aesthetic and educational strategies.

AED 616 Apprenticeship/Art Supervision 3 SI

Primarily for graduate students with teaching experience who are interested in the practice of supervision in public schools. Current art practices. States' certification requirements. Curriculum guides. In-service supervisory problems. Art workshops. Improvements of instruction. Selection, induction, supervision, and evaluation of teachers. Procedures for selecting and purchasing art materials and equipment.

AED 617 Philosophy of Art Educatn 3 Y

Place of art in contemporary life and the opportunities and responsibilities of teachers at all levels of art instruction. Readings in literature of art criticism and art education.

AED 618 Seminar in Art Education 3 Y

Prevailing opinions concerning objectives, materials, and curriculum procedures in art education at various age levels. Variety of research requirements and procedures in the field.

AED 710 Problems/Teacher As Artist 2-18 SI

Technical problems in art education. Limited to students working toward master's degree in art education. R

AED 896 Final Presentation 3 SI

Final presentation accompanied by written statement, culminating in oral examination. Taken during final semester upon advisor's approval.

AED 990 Independent Study 1-6 R

Art Photography

APH 561 Art Photography: Contemporary Art and Photography 3 Y

Contemporary artists working with photographic images are studied through slides, readings, lectures, and discussions.

APH 562 Art Photography: Contemporary Critical & Theoretical Texts on Art & Photography 3 Y

Recent and contemporary critical theories and applications studied through readings, lectures, and discussion. Emphasis on student research papers.
PREREQ: APH 561.

APH 563 Art Photography: Non-Traditional Modes 3 Y

Exploring the possibilities and reasons for producing work outside the parameters of traditional practice, looking at artists whose work co-opts, challenges and eschews the gallery system, using those artists as models for their own production.

APH 564 Image/Sequence: Photo Book 3 Y

Theoretical and critical discussion of photographs in series, sequences and books. Software for editing and layout introduced to produce photo-based artist books. Specific attention paid to how the photo-book expands the meaning of individual images.
PREREQ: APH 261 AND APH 262 AND APH 263.

APH 565 Art Photography: Performance Art 3 Y

This course introduces the concepts, techniques, and variations of performance art. Special emphasis on performances made expressly for the camera will be considered. Many examples of performance art are analyzed.
PREREQ: APH 261, APH 262.

APH 566 Art Photography: Photography and Cinema 3 Y

Students explore the interplay between contemporary photography and cinema. By constructing sets, scouting locations, studying images and films, and appropriating cinematic language, students will create photographic works influenced by moving images.
PREREQ: APH 261 AND APH 262.

APH 640 Art Photography 3-12 SI

Intensive workshop geared toward individual student requirements within the context of the development of an extended body of work. Individual and group critique. R

APH 740 Art Photography 3-12 SI

Intensive workshop geared toward individual student requirements within the context of the development of an extended body of creative work. Individual and group critiques used regularly. R

APH 996 Final Presentation 3 S

Written statement to accompany final project, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

APH 997 Masters Thesis 1-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Art Video

VID 510 Video Art History 3 Y

Video art history from the 1960s including the fluxus and art and technology movements, early performance, image processing, installation, and socio-political explorations.

VID 610 Video Research 3-9 SI

Production of videotapes in the context of independent art related to concerns by individual. Crew experience required. Directed readings, group critiques with weekly meetings.

VID 613 Advanced Post-Production Techniques 3 Y

Double Numbered with: VID 313
A workshop in audio and video post-production techniques. Specific exercises that structure learning in audio/video relationships. Advanced audio/video techniques are explored. Additional work is required of graduate students. VID 613 is required of Art Video M.F.A. students.

VID 710 Video Research 3-12 SI

Production of videotapes in the context of independent art related to concerns. Crew experience required. Directed readings, group critiques with weekly meetings. R

VID 996 Final Presentation 3 S

Written statement to accompany final project, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

VID 997 Masters Thesis 0-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Bassoon

BSN 560 Bassoon/Non Music Majors 1-4 S

For non-music students.

BSN 565 Bassoon/Music Majors 1-4 S

For music students.

BSN 566 Bassoon/Music Majors 1-4 S

For music students.

BSN 665 Bassoon/Music Majors 1-4 S

For performance majors.

BSN 666 Bassoon/Music Majors 1-4 S

For performance majors.

BSN 765 Bassoon/Music Majors 1-4 S

For performance majors.

BSN 766 Bassoon/Music Majors 1-4 S

For performance majors.

Ceramics

CER 520 Raku Workshop 3 S

Use of the Potter's wheel and production of various basic forms. Raku decorating and glazing techniques. R

CER 524 Ceramic Research 1-6 S

Advanced research.
PREREQ: CER 423,424.

CER 527 Ceramic Technology Research 1-6 O

Varied technical and chemical problems that are the daily concerns of the studio ceram-ist. Lectures, research, shop, laboratory practices, kiln construction, and ceramic studio maintenance.
PREREQ: CER 428.

CER 528 Ceramic Technology Research 1-6 O

Varied technical and chemical problems that are the daily concerns of the studio ceramist. Lectures, research, shop, laboratory practices, kiln construction, and ceramic studio maintenance.

PREREQ: CER 428.

CER 529 Ceramics Workshop 1-6 SI

Working and experimenting with clay as a medium for drawing, painting, and sculpting. Lectures, demonstrations, studio work, and student projects. Open to all students in all colleges.

CER 620 Ceramic Research Problems 1-12 SI

Professional problems in ceramics; advanced study in technique and theory. Development of a consistent body of work. Permission of Instructor. R

CER 720 Ceramic Research Problems 1-12 SI

Continuation of CER 620. Permission of Instructor. R

CER 996 Final Presentation 3 S

Final presentation accompanied by written statement, culminating in oral examination for M.F.A. or M.I.D. degree. Taken during final semester upon advisor's approval.

CER 997 Masters Thesis 1-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Clarinet

CLR 540 Clarinet/Non Music Majors 1-4 S

For non-music students.

CLR 545 Clarinet/Music Majors 1-4 S

For music students.

CLR 546 Clarinet/Music Majors 1-4 S

For music students.

CLR 645 Clarinet/Music Majors 1-6 S

For performance majors.

CLR 646 Clarinet/Music Majors 1-6 S

For performance majors.

CLR 745 Clarinet/Music Major 1-6 S

For performance majors.

CLR 746 Clarinet/Music Major 1-6 S

For performance majors.

Communication And Rhetorical Studies

CRS 514 Language & Meaning 3 IR

Analysis of language and social interaction in various contexts; language and social identity.

CRS 531 Advances in Interpersonal Communication 3 IR

Introduction to contemporary theories and research in the field of interpersonal communications; array of theoretical models and research exemplars.

PREREQ: CRS 331.

CRS 532 Family Communication 3 IR

Examination of communication processes which constitute and reflect family functioning. Power and conflict, predictable and unpredictable stress, paradoxes and double binds, family life cycle, and communication competence. Permission of Instructor.

CRS 535 Communication & Community 3 IR

Examines current concepts of interpersonal communication and their historical development. Demonstrates how interpersonal communication influences and is influenced by community contexts.

PREREQ: CRS 331..

CRS 538 Advances in Organizational Speech Communication 3 IR

Concepts and theoretical perspectives. Organizational dynamics; communication issues and problems. Permission of Instructor.

PREREQ: CRS 338.

CRS 545 Issues in Argumentation 3 IR

Emerging perspectives of the field theory of argument, constructivist approaches, cognitive approaches, against traditional models of argumentation. Permission of Instructor.

PREREQ: CRS 245.

CRS 546 Seminar in Legal Communication 3 IR

Legal communication as it defines a field-dependent context for argumentation. Variables which inform legal argument from the field of communication including nonverbal, language, role, and environmental influences. Permission of instructor

CRS 551 History of British Public Address 3 IR

Public address as an influence in the political, legal, social, and religious history of England. Permission of instructor

CRS 552 History of Rhetorical Theory 3 IR

Overview of a variety of theories, from ancient to contemporary, and the factors that affect concepts of rhetoric in the culture of Western thought. Permission of instructor

CRS 553 American Public Address 3 IR

Public address as an influence in the political, social, legal, and religious history of America. Permission of instructor

CRS 567 Rhetoric and Philosophy 3 IR

Examines the quarrel between philosophy and rhetoric and the way it has affected the development of Western thought. Permission of instructor

CRS 568 Rhetoric of Social Change 3 IR

Through a critical examination of public discourses, the student's critical understanding of the scope and function of rhetoric will be enhanced. Permission of instructor

CRS 600 Selected Topics in Communication and Rhetorical Studies 1-3 SI

Selected topics that vary each semester.

CRS 601 Proseminar in Communication 3 Y

An introduction to selected social science communication theories and research exemplars that define the study of contemporary communication.

CRS 602 Empirical Research in Social Communication 3 Y

A survey of quantitative and qualitative empirical research methods in the study of speech communication. Topics include experimental, survey, and qualitative designs, measurements, and techniques for data analysis.

CRS 603 Contemporary Theories of Rhetoric 3 Y

British, American, and Continental rhetorical thought in 19th and 20th centuries.

CRS 604 Qualitative Communication Research Methods 3 Y

A survey of qualitative research methods including logic, philosophy, innovations, and controversies in these methods.

CRS 605 Communication and Cosmopolitan Studies 3 Y

Foundations of critical communication theory with focus on communication as a constitutive phenomenon. Social constructionist, feminist, postmodern, poststructural, historical perspectives on communication.

CRS 606 Issues and Methods in Critical Communication Theory 3 SI

Applications and methodological implications of critical perspectives and frameworks introduced in CRS 605. Critical methodologies and research strategies.

PREREQ: CRS 605.

CRS 614 Communication, Power & Gender 3 IR

Crosslisted with: WGS 615

Consideration of the ways in which communication structures power and gender relations. Reviewing Continental and North American literature on power, and feminist literature on gender, students study how communication produces social identities and hierarchies.

CRS 615 Frontiers of Communications 3 Y

Double Numbered with: CRS 315

Focus given to communication demands from new technologies. Technology as a form of rhetoric, emphasizing the role of speech communication in the future including socio-cultural implications of technology. Additional work required of graduate students.

CRS 624 Business Communication 1.5

Communication skills for oral presentations including effective public speaking, group presentation, committee reports, and critical assessments.

CRS 625 Oral Communication Skills for Engineers 3

Instruction in effective presentational communication skills. The course includes the fundamentals of oral communication and their application and practice in different presentational contexts.

CRS 626 Medieval and Modern Theories of Rhetoric 3 SI

Theories formulated by medieval and modern rhetoricians. Decay of classical tradition in the Middle Ages. The Renaissance.

CRS 627 Speechwriting 3 Y

Double Numbered with: CRS 327
Principles and practices of writing ceremonial and persuasive speeches for clients.
PREREQ: CRS 225.

CRS 630 Intercultural Communication 3 Y

Double Numbered with: CRS 430
Principles and applications. Approaches and issues pertinent to effective communication across cultures and in multicultural societies. Verbal and nonverbal patterns. Culture shock.

CRS 636 Feminist Rhetoric(s) 3

Crosslisted with: CCR 636, WGS 636; Double Numbered with: CRS 436
Feminist rhetoric from both a historical and global context, utilizing both primary and secondary readings in order to gain a sense of breadth and depth in the field of feminist rhetoric. Additional work required of graduate students.

CRS 655 Rhetorical Criticism 3 Y

Different perspectives of rhetorical criticism. Explicating the assumptions underlying different approaches to rhetorical criticism. Students learn and apply contemporary critical methods in the study of discursive practices.

CRS 670 Experience Credit 1-6 SI

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing.

CRS 683 Rhetoric of Film 3 Y

Double Numbered with: CRS 483
Examination of how popular films and documentaries function rhetorically to reflect and construct social and political change.

CRS 690 Independent Study 1-6 SI

Guided independent reading, performance, and/or direction geared to interest and development of individual student. Permission of instructor R5, 6 credits maximum

CRS 744 African American Rhetorics 3 E

Crosslisted with: CCR 744
Surveys African American discourse and its relationship to equality, resistance and participation. Examines philosophical concepts, political issues, discursive characteristics, traditions, theories, and histories of African American Rhetoric

CRS 745 Research Seminar in Communication and Rhetorical Studies 3 SI

Analyzing research studies; conducting a study to develop a methodology for graduate theses.

CRS 746 Queer Rhetorics 3 E

Crosslisted with: CCR 746, QSX 746, WGS 746
Explores contemporary queer scholarship and activism from a rhetorical perspective. Analyzes purposes, arguments, tropes, figures, exigencies, modes of delivery, and audiences in historical and transnational contexts

CRS 825 Seminar in Persuasion 3 SI

Analysis and criticism of contemporary research in principles and methods of persuasion.

CRS 835 Seminar in Discussion 3 SI

Analysis of contemporary research in principles and methods of discussion. Permission of instructor

CRS 862 Seminar in Rhetoric and Public Address 3 SI

Analysis and criticism of contemporary research in rhetoric and public address of various historical periods and in various nations.

CRS 996 Faculty Guided Research Project 3 SI

Student writes a research paper on a project negotiated with a faculty member based on area of expertise.

CRS 997 Master's Thesis 1-6

Communication Design

CMD 550 Communication Design Problems 1-6 S

Individual instruction in various areas of editorial design. In mixed-level groups, students develop projects according to individual interests and abilities. Strategic planning based on research and marketing principles. CMD 450 students also develop writing and presentation skills. R

CMD 650 Commun Design Research Problem 1-12 S

Individual projects in selected areas of communications design. Emphasizes professional problems. R

Computer Art

CAR 530 Special Topics in Computer Art 3-12 IR

Various topics in computer graphics are explored through research, creative activity, and theoretical discussion. Topics address historical as well as contemporary issues that bridge art and technology. R

CAR 630 Computer Art Studio 3-12 S

Research problems. Counseling and permission of advisor to determine area of study. Permission of Instructor. R

CAR 730 Computer Art Studio 3-12 S

Research in advanced problems in computer graphic art. Counseling and permission of advisor determines areas of study. Can be taken for a maximum of 12 credits. PREREQ: CAR 630. R3, 12 credits maximum

CAR 996 Final Presentation 3 S

Written statement to accompany final project, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

CAR 997 Final Presentation 0-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Conducting

CTG 545 Basic Conducting 2 S

Baton technique: beat patterns, tempo indication, preparation and release, style, dynamics, cueing and eye contact.

CTG 546 Intermediate Conducting Choral 2

Hand techniques. Vocal music techniques. Score analysis. Warm-ups. Choral literature. Elements of ensemble performance. PREREQ: CTG 545.

CTG 548 Intermediate Conducting, Instrumental 2 Y

Hand techniques. Instrumental music techniques. Score analysis. Warm-ups. Instrumental literature. PREREQ: CTG 545.

CTG 615 Applied Music, Conducting 2

For graduate music students with emphasis in conducting.

CTG 616 Applied Music, Conducting 2

For graduate music students with emphasis in conducting.

CTG 640 Advanced Conducting 2 SI

For advanced students whose technical knowledge and musical scholarship is established.

CTG 715 Applied Music, Conducting 2

For graduate music students with emphasis in conducting.

CTG 716 Applied Music, Conducting 2

For graduate music students with emphasis in conducting.

Design/Technical Theater

DRD 501 Design for Directors 3 Y

Basic theory and techniques of design for the stage. Communicating ideas to designers and vice versa. Required of all students in directing. PREREQ: DRA 355, 356, 515, 531.

DRD 541 Prjcts/Tech'L Practice 3 S

Solution of advanced problems in all phases of technical practice, fitted to the needs of the individual student as far as possible. Permission of instructor.

DRD 542 Prjcts/Tech'L Practice 3 S/I
Continuation of DRD 541. Permission of department.
PREREQ: DRD 541.

DRD 599 Internship in Theatrical Design, Technology, or Management 3-9 S/I
Qualified senior and graduate students are assigned to staff positions with Syracuse Stage for semester or year in areas of students' individual professional training and goals.

DRD 617 Advanced Practicum in Scene Painting 2 S/I
Problems and practice in scene painting for production, supervised by Syracuse Stage professional staff and faculty advisor.
Permission of instructor.

DRD 618 Advanced Practicum in Properties Construction 2 Y
Problems and practices in the procuring or design and construction of stage properties, supervised by Syracuse Stage professional staff.
Permission of instructor.

DRD 627 Advanced Practicum in Costume Construction 2 S/I
Problems and practice in costume construction for production, supervised by Syracuse Stage professional staff and faculty advisor.
Permission of instructor.

DRD 631 Stage Lighting I 3 Y
Double Numbered with: DRD 331
Elementary physics of lighting and electricity. Lighting instruments and controls. Function of theatrical lighting. Outstanding lighting designs of past and current productions. Students design complete light plots.

DRD 632 Stage Lighting II 3 Y
Double Numbered with: DRD 332
Continuation of DRD 631/331. Required of all majors in design/technical theater, and graduate students in stage design.
PREREQ: DRD 631/331.

DRD 637 Advanced Practicum in Stage Lighting 2 S/I
Problems and practice in stage lighting for production, supervised by Syracuse Stage professional staff and faculty advisor.
Permission of instructor

DRD 638 Advanced Practicum in Theater Sound 2 S/I
Problems and practice in theater sound for production, supervised by Syracuse Stage professional staff and faculty advisor.
Permission of instructor.

DRD 640 Stage Management Rehearsal Techniques 2 Y
Double Numbered with: DRD 340
Exploration of techniques used by stage manager in rehearsal process. Topics include technical script analysis, blocking, prompting, scheduling, and effective use of assistants. Additional work required of graduate students.
PREREQ: DRD 251.

DRD 641 Advanced Projects in Design and Technical Theater 3-6 S/I
Individual projects in design of sets, lights, or costumes for actual production, assigned and supervised by faculty advisor. Permission of instructor. R

DRD 692 Production Management 3 Y
Double Numbered with: DRD 492
The role of the production manager in the process of producing a theatrical season and administering a production department. Student will develop a mock seasonal production plan as a final project.
PREREQ: DRD 251, 340, 450.

DRD 711 Scene Design III 3 Y
Double Numbered with: DRD 411
Individual problems in scene design. At least three completely designed plays prepared as if for actual production.
PREREQ: DRD 612/312.

DRD 721 Theatr'l Cost. Des. III 3 Y
Double Numbered with: DRD 421
Advanced studio problems in theatrical costume design.
PREREQ: DRD 622/322.

Double Bass

DBS 540 Double Bass/Non Mus Major 1-4 S
For non-music students.

DBS 545 Double Bass/Music Majors 1-4 S
For music students.

DBS 546 Double Bass/Music Majors 1-4 S
For music students.

DBS 645 Double Bass/Music Majors 1-6 S
For performance majors.

DBS 646 Double Bass/Music Majors 1-6 S
For performance majors.

DBS 745 Double Bass/Music Majors 1-6 S
For performance majors.

DBS 746 Double Bass/Music Majors 1-6 S
For performance majors.

Drama

DRA 515 Play Analysis and Introduction to Mise-en-Scène 3 Y
Play scripts as "scores" for production and performance. Techniques used by directors and designers to develop ideas for shaping the elements of theatrical art into viable production concepts. Constructive production criticism.

DRA 520 Graduate Scene Study I 0-3 S
Problems in characterization, period, and language posed by masterworks of prose drama. Scenes from Ibsen, Chekhov, Shaw, etc.

DRA 521 Acting Workshop (London) 3 S
Training sessions with British adjunct teachers in areas of skills and technique not available on the Syracuse campus. Each teacher offers several sessions in a special area.

DRA 522 Acting Workshop (London) 3 S
Training sessions with British adjunct teachers in areas of skills and technique not available on the Syracuse campus. Each teacher offers several sessions in a special area.

DRA 523 Professional Audition Theory and Practice 3 S
For seniors and graduate students in acting. Procedures and techniques necessary to manage a professional career in theater, film, or television. Readings, lecture/discussion, and practice.

DRA 524 Acting: Drama in the Elizabethan and Romantic Modes 0-3 Y
Character study, scene work, rehearsal, and performance of plays in the Elizabethan and/or romantic modes. Plays may be either of the historical periods or modern works in the same style. Instructor determines credit load of each student individually. R3, 12 credits maximum

DRA 525 Acting: Drama in Classic and Classicist Mode 0-3 Y
Character study, scene work, rehearsal, and performance of plays in classic or classical modes. Plays may be Greek, Roman, neoclassical, or modern works in the same style. Instructor determines the credit load of each student individually. R3, 12 credits maximum

DRA 526 Acting: Drama in the Naturalistic Mode 0-3 Y
Character study, scene work, rehearsal, and performance of plays in the naturalistic tradition. Instructor determines the credit load of each student individually. R3, 12 credits maximum

DRA 527 Dialects 3 IR
Standard foreign dialects for dramatic purposes using phonograph records and phonetic transcriptions of foreign dialects. Permission of instructor.

DRA 528 Dialects Workshop 3 IR
Continuation of DRA 527.
PREREQ: DRA 527 OR PERMISSION OF INSTRUCTOR.

DRA 529 Acting for the Frame 3 Y
Acquisition and development of specialist screen acting skills. Techniques are explored and practiced extensively in front of the camera. Offered only in London. Admission to the London Drama Program by permission of department chair.

DRA 530 Advanced Actors Workshop 3 S
Scene study. Selection by audition and interview. R3, 15 credits maximum

DRA 531 Introduction to Directing 3 Y
Basic directing theory and practice. Projects and exercises in fundamental directing skills. Permission of instructor.
PREREQ: DRA 105, 106 OR 125, 126, 515.
PERMISSION OF INSTRUCTOR.

DRA 532 Directing: Special Problems 3 Y
Specific area of directing selected by the department and announced before registration. Direction of assigned scenes with actors from DRA 320. May be repeated for credit, if problems differ.
PREREQ: DRA 515 AND PERMISSION OF INSTRUCTOR. R

DRA 534 Directing: Eliz & Romantic 1-3 Y
Assigned work as assistant to director or stage manager for production of DRA 524 class. Director determines credit load of each student individually.
PREREQ: DRA 355, 515, 531. PERMISSION OF INSTRUCTOR.

DRA 535 Directing: Drama in Classic and Classicist Modes 1-3 Y
Assigned work as assistant to director or stage manager for production of DRA 525 class. Director determines credit load of each student individually.
PREREQ: DRA 356, 515, 531. PERMISSION OF INSTRUCTOR.

DRA 536 Directing: Drama in the Naturalistic Mode 1-3 Y
Assigned work as assistant to director or stage manager for production of DRA 526 class. Director determines credit load of each student individually.
PREREQ: DRA 356, 515, 531. PERMISSION OF INSTRUCTOR. R

DRA 539 Directors' Workshop 3 S
Increasing conceptual skills and rehearsal techniques by directing assigned materials under close faculty supervision. Selection by interview.

DRA 540 Theater Dance Repertory 1-2
Studio study of significant choreography from the musical theater repertoire. Emphasizing technical accuracy, stylistic integrity, and performance quality. Permission of instructor

DRA 554 Emergence of Modern Theater 3 IR
Sources of the modern theater and development of styles and movements from the nineteenth century. Influential social and cultural forces in historical context.

DRA 555 History American Theatre 3 SI
Development of American theater from colonial origins to present. Emergence of a distinctive national tradition.

DRA 560 Music Theater Production 0-3 S
Character study, scene work, music and dance work, rehearsal and performance of musical theater works. Admission by audition and permission of instructor only. Instructor to determine credit load of each student individually. R

DRA 561 Music and Shakespeare 3-4
Crosslisted with: HOM 561
A discussion-based course investigating the place of music in Shakespeare's plays. Also considers the role of music in early modern English culture as well as later musical adaptations of Shakespeare.

DRA 575 Choreography/Musical Stage 1 SI
Improvisation and basic rules of dance composition to familiarize future directors and choreographers with dance production in musical theater. Dance films, contributions of important choreographers. Weekly and semester group and solo assignments.

DRA 576 Choreography/Musical Stage 1 SI
Improvisation and basic rules of dance composition to familiarize future directors and choreographers with dance production in musical theater. Dance films, contributions of important choreographers. Weekly and semester group and solo assignments.

DRA 581 Intro to Playwriting 3 SI
Structure, characterization, dialogue. Practice in writing the short play.
PREREQ: DRA 515.

DRA 582 Play Writing 3 SI
Continuation of DRA 581.
PREREQ: DRA 581.

DRA 585 Creative Dramatics 0-3 IR
Theater activities for young children and adolescents in educational and community settings. Readings, discussion, practice, and supervised field experience in theater games, improvisation, and play-making techniques.

DRA 586 Creative Dramatics 0-3 IR
Theater activities for young children and adolescents in educational and community settings. Readings, discussion, practice, and supervised field experience in theater games, improvisation, and play-making techniques.
PREREQ: DRA 585.

DRA 600 Selected Topics 1-3 SI
Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

DRA 620 Graduate Scene Study II 0-3 SI
Problems in acting the classic repertoire, especially masterworks of poetic drama. Assignments selected from Shakespeare and other Elizabethans, French neoclassical tragedy and comedy, and more modern works presenting similar problems. R

DRA 622 Interp Shakespeare/Perfrm 3 SI
An intensive study of tonal qualities and motivation in three of Shakespeare's plays as well as discriminating oral interpretation of passages from these plays.
PREREQ: DRA 225.

DRA 631 Advanced Directing 3 SI
Seminar and practicum. Reading, discussion in directorial concepts, and rehearsal methods. Class discussion and criticism of assigned scenes.
PREREQ: DRA 531 AND PERMISSION OF INSTRUCTOR..

DRA 632 Advanced Directing 3 SI
Continuation of DRA 631.
PREREQ: DRA 631 AND PERMISSION OF INSTRUCTOR.

DRA 633 Adaptation and Performance of Nondramatic Literature 3 SI
Aesthetics and techniques of interpreting drama and nondramatic literature through staged group reading. Permission of instructor

DRA 639 Projects in Directing 1-6 SI
Directing projects proposed by advanced students, usually graduate students, for developing and/or demonstrating their skills. Projects must be approved by faculty member who serves as advisor-critic and by department.

DRA 651 Graduate Seminars in Theatrical and Dramatic History 3 SI
Exploration of a period, stylistic development, or other aspect of history of theater and drama selected by department and announced before registration.
PREREQ: DRA 355, 356. R

DRA 652 Graduate Seminars in Modern Theater and Drama 3 SI
Exploration of an aspect of the development of theater and drama of our time, selected by department and announced before registration.
PREREQ: DRA 355, 356. R

DRA 655 Dramatic Criticism 3 SI
Representative forms and exponents of dramatic criticism from major periods of dramatic history. Permission of instructor.

DRA 656 Dramatic Criticism 3 SI
Representative forms and exponents of dramatic criticism from major periods of dramatic history. Permission of instructor.

DRA 660 Music Theater Practicum 1-3 SI
Individual coaching in performance techniques. Student-proposed projects in directing and other areas related to musical productions. Permission of instructor.

DRA 661 Advanced Musical Theater Scene Study 3 Y
Advanced problems in scenes from traditional book musicals, operettas, and revues. Audition techniques for each genre. Permission of instructor.

DRA 662 Advanced Musical Theater Scene Study 3 Y
Advanced problems in scenes from traditional book musicals, operettas, and revues. Audition techniques for each genre. Permission of instructor.

DRA 670 Experience Credit 1-6 SI
Participation in discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. Permission of instructor.

DRA 690 Independent Study 1-6 SI
In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Permission of instructor. R

DRA 691 Theatre Management I 3 Y
Double Numbered with: DRA 491
History of management in American theater. Management aspects of community theater, regional theater, summer stock, New York commercial theater, educational theater. Permission of instructor.

DRA 710 Graduate Readings 1-6 SI
R

DRA 715 Seminar in Mise-en-Scène 3 SI
For graduate directing and design students. Production theory and practical approaches to research, script analysis, and conceptualization of theatrical productions. Required of all M.F.A. candidates before beginning thesis project.
PREREQ: DRA 355, 356, 651, 652, 515, 531.

DRA 996 Graduate Research Project(s) 1-6 SI
Project(s) demonstrating M.F.A. candidate's mastery of chosen field: theatrical design or directing. Selected with advice and consent of departmental advisors. Written presentation and oral defense of major paper, documenting research into relevant philosophic and historical perspectives and their use in forming production concepts and resultant performance(s). Required of all M.F.A. candidates. R

Drawing

DRW 503 Drawing and Painting for Non-Art Majors 1-3 S
Crosslisted with: PTG 503
Fundamental concepts and techniques of painting and drawing.

DRW 504 Drawing and Painting for Non-Art Majors 1-3 S
Crosslisted with: PTG 504
Fundamental concepts and techniques of painting and drawing.

DRW 555 Drawing Research 1-6 S
Crosslisted with: PTG 555
Drawing as an expression and creative art form.
PREREQ: PTG 455, PTG 456.

DRW 650 Drawing, Graduate 1-12 S
Crosslisted with: PTG 650
Drawing as self-contained expression through contemporary and historical investigation of materials and techniques.

Ensemble (Chamber Music)

ENC 610 Mixed 0-1 S

ENC 620 Piano 0-1 S

ENC 630 Strings 0-1 S

ENC 640 Woodwinds 0-1 S

ENC 650 Brass 0-1 S

Ensemble (Instrumental)

ENI 610 Large Band 0-1
Marching Band (Fall) Y Basketball Pep Band (Spring) Y Wind Ensemble S Large Ensemble Winds S Symphony Band S

ENI 620 Small Band 0-1
Jazz Ensemble

ENI 630 Reading Band 0-1 IR

ENI 640 Large Orchestra 0-1 S
University Orchestra Large Ensemble Winds

ENI 650 Small Orchestra 0-1 IR

ENI 660 Reading Orchestra 0-1 IR

Ensemble (Vocal)

ENV 610 Large Chorus 0-1 S
Section 1: University Singers Section 2: Oratorio Society Section 3: Men's Chorale Section 4: Women's Choir

ENV 620 Small Chorus 0-1 S
Section 1: Vocal Jazz Ensemble

ENV 630 Reading Chorus 0-1 IR

ENV 640 Hendricks Chapel Choir 0-1 S
*Note: Religious Choirs do not meet ensemble requirements in degree programs in the School of Music.

Environmental Arts

ENA 627 Field Study in Clothing and Textiles: Design, Construction, and Distribution 3 IR
Study in selected countries of specialized areas in design, construction, and distribution of clothing and textiles. Aspects of applicable cultural history. Lectures by authorities in each area visited.

ENA 628 Principles of Clothing Design: Draping and Flat Pattern 3 IR
Special problems in draping and flat patterns.

ENA 637 Costume in Contemporary Society 3 IR
Twentieth-century clothing forms: origins, evolution, current modes. Fashion and style as reflections of contemporary cultural trends and attitudes.

ENA 660 Readings in Environmental Arts 1-4 S
Permission of Instructor. R

ENA 670 Experience Credit 0-6 S
Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing. R

ENA 690 Independent Study 1-6 S
In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

ENA 897 Graduate Project 0-6 S
Project comparable to a master's thesis in quality and quantity of work; applicable in lieu of thesis only if a substantial portion of the work cannot be presented in written form.

ENA 997 Masters Thesis 0-6 S
R

Euphonium

EUP 530 Euphonium Instruction 1-4 S
For non-music students. R

EUP 535 Euphonium Instruction 1-4 S
For music students.

EUP 536 Euphonium Instruction 1-4 S
For music students.

EUP 635 Euphonium Instruction 1-6 S
For performance majors.

EUP 636 Euphonium Instruction 1-6 S
For performance majors.

EUP 735 Euphonium Instruction 1-6 S
For performance majors.

EUP 736 Euphonium Instruction 1-6 S
For performance majors.

Fashion Design

FAS 526 Cultural Aspects of Clothing 3 IR
Global cultures; how dress and adornment enhance understanding of these cultures.

FAS 530 Problems in Environmental Arts 3 IR
Research in design, color, historic backgrounds applied to costume. Permission of Instructor. R

Fashion Illustration

FSH 570 Fashion Illustration Res Prob 3 SI
Individual development in specialized areas of fashion illustration.
PREREQ: FSH 471.

Fiber Arts

FIB 520 Fiber Arts Research Problems for Nonmajors 1-12 Y
For nonmajor graduate students. Individual projects undertaken with the instructor's consultation and guidance. R

FIB 620 Fiber Arts Research Problems 1-12 Y
Designed by student and faculty to involve student in program of personal research in fiber arts (whether on- or off-loom) stressing development of concept and technique. R

FIB 622 Intermediate Weaving 3 IR
Double Numbered with: FIB 322
Expands students understanding of floor looms as expressive artistic tools. Techniques introduced include weaving-specific dying, complex woven structures, and computer-interfaced weaving on looms with 8, 16 or 24 harnesses. Additional work required of graduate students. May repeated once for credit.
PREREQ: FIB 226. R1, 6 credits maximum

FIB 623 Computer Printed Textiles and Materials 3 Y

Double Numbered with: FIB 323

Use of digital images, design software and ink jet printers to design and produce printed textiles and materials students will use for art-to-wear and other unique artwork. Additional work required of graduate students.
PREREQ: FIB 227.

FIB 624 Sculptural Fibers 3 Y

Double Numbered with: FIB 324

Focus on processing and manipulation of pliable fibers into three-dimensional forms using traditional and nontraditional materials. Students will use armatures, structural supports, molding, stiffening, stuffing, and inflatables to create mass and volume. Additional work required of graduate students.
PREREQ: FIB 221, FIB 225, FIB 227 OR SCU 295, SCU 296.

FIB 628 Extreme Knitting 3 S

Double Numbered with: FIB 328

'Extreme Knitting' spans historic hand manipulation to the use of contemporary technology. Students create unconventional fabrics exploring and creating wearable art and installation artwork as well as new and emerging extreme applications. Additional work required of graduate students. R1, 6 credits maximum

FIB 720 Fiber Arts Research Problems 1-12 Y

Continuation of FIB 620.

FIB 996 Final Presentation 3 S

Final presentation accompanied by written statement, culminating in oral examination for M.F.A. or M.I.D. degree. Taken during final semester upon advisor's approval.

FIB 997 Masters Thesis 0-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Film

FIL 520 Film Studies Seminar 3 S

Advanced topics relating a focused set of critical and theoretical questions to a specific film or group of films. For graduate and advanced undergraduate students.
PREREQ: FIL 325.

FIL 523 Cinema Acting&Directing 3 Y

Exercises in filming fictional dramatic scripts. Required of B.F.A. acting students and all film drama directors.

FIL 527 Critical Problems Film&Video 3 JR

Methods of film and video criticism. The place of the author, the text, the spectator, and the ideological underpinnings of aesthetic value in the critical process.
PREREQ: FIL 325,326.

FIL 620 Filmmaking:Graduate Project 0-6 SI

First-year graduate filmmaking. Required of all M.F.A. film candidates. Meets weekly. Individual and group filmmaking projects. Permission of Instructor.

FIL 623 Film Script Writing 3 SI

Students produce scripts based on problems of adaptation as well as original work. Problems in dramatic structure, diegesis and dialogue. Permission of Instructor.

FIL 625 Intro Film Theory&Criticism 3 SI

Individual and group graduate research projects in topics of film theory and criticism. Permission of Instructor.

FIL 626 Problems of Film Perception 3 SI

Additional graduate research in topics of film theory. Required of all M.F.A. candidates.
PREREQ: FIL 625.

FIL 720 Filmmaking:Graduate Project 0-6 S

Advanced graduate filmmaking, required of all M.F.A. candidates. Meets weekly. Individual and group filmmaking projects.
PREREQ: FIL 620.

FIL 725 Film Theory: Topics 3 Y

FIL 726 Film Theory: Topics 3 Y

FIL 996 Final Presentation 3 S

Written statement to accompany final project, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

FIL 997 Masters Thesis 0-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Flute

FLT 510 Flute Instruction 1-4 S

For non-music students.

FLT 515 Flute Instruction 1-4 S

For music students.

FLT 516 Flute Instruction 1-4 S

For music students.

FLT 615 Flute Instruction 1-6 S

For performance majors.

FLT 616 Flute/Music Majors 1-4 S

FLT 715 Flute Instruction 1-6 S

For performance majors.

FLT 716 Flute Instruction 1-6 S

For performance majors.

French Horn

FHN 520 French Horn Instruction 1-4 S

For non-music students.

FHN 525 French Horn Instruction 1-4 S

For music students.

FHN 526 French Horn Instruction 1-4 S

For music students.

FHN 625 French Horn Instruction 1-6 S

For performance majors.

FHN 626 French Horn Instruction 1-6 S

For performance majors.

FHN 725 French Horn Instruction 1-6 S

For performance majors.

FHN 726 French Horn Instruction 1-6 S

For performance majors.

Guitar

GTR 521 Survey of Classical Guitar History and Literature 3 O

For majors and non-majors. The history of the classical guitar, from 1487 to the present, devoted to guitar composers/performers and their musical works examined in historical, aesthetic and social contexts.

GTR 522 Classical Guitar Fingerboard Harmony 3

GTR 523 Transcribing and Arranging for Classical Guitar 3

GTR 524 Classical Guitar Pedagogy 3

GTR 560 Classical Guitar Instruction 1-4 S

For non-music students.

GTR 565 Classical Guitar Instruction 1-4 S

For music students.

GTR 566 Classical Guitar Instruction 1-4 S

For music students.

GTR 665 Classical Guitar Instruction 1-4 S

For performance majors.

GTR 666 Classical Guitar Instruction 1-4 S

For performance majors.

GTR 671 Classical Guitar Performance Seminar 0-3

Weekly performance opportunity for guitar majors. Focus on communication of musical thoughts and ideas and the relationship between a successful performance and its necessary preparation.
COREQ: GTR 665, MHL 671.

GTR 672 Classical Guitar Performance Seminar 0-3

Weekly performance opportunity for guitar majors. Focus on communication of musical thoughts and ideas and the relationship between a successful performance and its necessary preparation. Prereq: GTR 671. Coreq: GTR 666, MHL 672.
PREREQ: GTR 671; COREQ: GTR 666, MHL 672.

GTR 765 Classical Guitar Instruction 1-4 S

For performance majors.

GTR 766 Classical Guitar Instruction 1-4 S

For performance majors.

GTR 771 Classical Guitar Performance Seminar 0-3

Weekly performance opportunity for guitar majors. Focus on communication of musical thoughts and ideas and the relationship between a successful performance and its necessary preparation.
COREQ: GTR 765, MHL 771.

GTR 772 Classical Guitar Performance Seminar 0-3

Weekly performance opportunity for guitar majors. Focus on communication of musical thoughts and ideas and the relationship between a successful performance and its necessary preparation.
PREREQ: GTR 771; COREQ: GTR 766, MHL 772.

Harp

HRP 550 Harp Instruction 1-4 S

For non-music students.

HRP 555 Harp Instruction 1-4 S

For music students.

HRP 556 Harp Instruction 1-4 S

For music students.

HRP 655 Harp Instruction 1-6 S

For music majors.

HRP 656 Harp Instruction 1-6 S

For music majors.

HRP 755 Harp Instruction 1-6 S

For music majors.

HRP 756 Harp Instruction 1-6 S

For music majors.

Harpichord

HPD 530 Harpichord Instruction 1-4 S

For non-music students.

HPD 535 Harpichord Instruction 1-4 S

For music students.

HPD 536 Harpichord Instruction 1-4 S

For music students.

Illustration

ILL 561 Illustration Concept 3 Y

Visiting faculty. The creative process, working procedures from concept to finish, and relationship between illustrator and client. Studio assignments.
PREREQ: ILL 361, 362.

ILL 562 Illustration Concept 3 Y

Visiting faculty. The creative process, working procedures from concept to finish, and relationship between illustrator and client. Studio assignments.
PREREQ: ILL 361, 362.

ILL 565 Electronic Illustration 3 S

Double Numbered with: ILL 365
Exploration of contemporary aspects of computer applications to visual problem solving in electronic, film, and print communications as they apply to the field of illustration.
PREREQ: ILL 261, 283.

ILL 660 Illustration Research Problems

1-18 SI

Research into application of illustration.

ILL 760 Illustration Communication 1-12 SI

Historical and contemporary aspects of illustration as they relate to the communication process.
PREREQ: ILL 660.

ILL 996 Final Presentation 3 S

Written statement to accompany final project, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

ILL 997 Master's Thesis 0-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Industrial Design

IND 571 Industrial Design: Product Practicum 3 Y

Developing company-oriented products for domestic, commercial, and industrial markets; associated packaging and displays. Balance between corporate and user needs: materials, production limitations, distribution, and marketing patterns.
PREREQ: IND 472.

IND 572 Industrial Design: Advanced Problems 3 Y

Identification and solution of product problems based on industry-wide developments and societal needs. Appropriate and comprehensive solutions sought, developed, and communicated using professional-level techniques.
PREREQ: IND 571.

IND 573 Industrial Design: Thesis Research 3 Y

Comprehensive design document showing both critical and creative thinking. Both written and visual information are stressed in the final product.
PREREQ: IND 472, 476..

IND 574 Industrial Design: Thesis 3 Y

Research, analysis, and solution of a major design problem selected by the student to further his or her professional career.
PREREQ: IND 573.

IND 577 Industrial Design: Philosophy and Ethics 3 Y

Historical perspective. Contemporary position and responsibilities of the industrial designer in a technological/electronic society. Interplay with associated disciplines.

IND 578 Industrial Design: Professional Practices 3 Y

Business organizations, design management and planning. Relations with clients, office organization and management; proposals and contracts, estimating, and elementary accounting. Protection of designs, patents, copyrights, and trademarks.

IND 671 Design Information Research 1-12 Y

Acquisition of available information and academic resources as the basis for a design project or thesis.

IND 672 Basic Data Research 1-12 Y

Systematic investigations using conceptual and/or physical models.

IND 673 Human Factors For Designers 3 Y

Double Numbered with: IND 375
Human factors, ergonomics, and anthropometric considerations in the human-product-environment relationship.
PREREQ: IND 271, 272, PSY 205.

IND 676 Digital Surface Modeling 3 Y

Double Numbered with: IND 376
The use of three-dimensional surface modeling as visual communication. Design exploration and production tools as used to communicate intent to clients, modelers, engineers, and manufacturers.
PREREQ: IND 276.

IND 771 Analysis and Synthesis 1-12 Y

Organization and evaluation strategies used in the analysis and synthesis of research information and data for establishing definitive design parameters and criteria.
PREREQ: IND 671 OR IND 672.

IND 772 Design Project 1-12 Y

Developing and completing a comprehensive design project, including essential illustrations, technical drawings, models, and prototypes.
PREREQ: IND 771.

IND 996 Final Presentation 3 Y

Final presentation accompanied by written statement, culminating in oral examination for M.I.D. degree. Taken during final semester upon advisor's approval.

IND 997 Master's Thesis 0-6 Y

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of departmental thesis advisor.

Interior Design

ISD 553 Interior Design: Philosophy and Research 3 Y

Position of the interior designer in a technological society and relation of design to the humanities, social sciences, and natural/physical sciences. Interaction with disciplines.

ISD 554 Interior Design: Professional Practice 3 Y

Organizational and management skills. Client and trade relations, marketing, design fees and contracts, accounting methods. Professional ethics and designer responsibility.

ISD 561 Furniture and Light Workshop 3 IR

Design and development of experimental furniture and light fixtures. Experiences in prototype construction and industrial production methods.

ISD 647 Design Research 1-12 Y

Literature and information search into the design of interior environments and their functional relation to humanistic, sociocultural, and structural factors to determine thesis problem.

ISD 648 Design Analysis 1-12 Y

Examination and organization of material from the research phase with schematic interior design studies of the problem to set parameters.
PREREQ: ISD 647.

ISD 651 Interior Design: Commercial 3 Y

Double Numbered with: ISD 451
Exploration of design concepts for commercial enterprise. Adaptive reuse of existing space, prototype solutions, interior ordering systems, exhibition and graphic modes are explored.
PREREQ: ISD 352.

ISD 652 Interior Design: Public Space 3 Y

Double Numbered with: ISD 452
Programming, schematic design, and design development for public historic, or special interior environment in the community.
PREREQ: ISD 651/451.

ISD 653 Interior Design: Systems 3 Y

Double Numbered with: ISD 453
Research for the interior environment: lighting, computers, technology, furniture, materials, special populations, ergonomics, environmental and future needs. Theoretical and experimental design projects.
PREREQ: ISD 354.

ISD 654 Interior Design: Documentation 3 Y

Double Numbered with: ISD 454
Contract documentation and administration for contract commercial interior design project(s).
PREREQ: ISD 653/453.

ISD 747 Design Synthesis 1-12 Y

Development of two- or three-dimensional interior design solutions to the thesis problem with accompanying original research and testing documentation.
PREREQ: ISD 648.

ISD 748 Design Communication 1-12 Y

Development of a design manual communicating the process of interior design research, analysis, and synthesis with solutions to the thesis problem.
PREREQ: ISD 747.

ISD 996 Final Presentation 3 Y

Final presentation accompanied by written statement, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

ISD 997 Master's Thesis 0-6 Y

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Jewelry And Metalsmithing**JAM 670 Jewelry and Metalsmithing Research Problems 1-12 S**

Involves student in program of personal creative research in jewelry and metalsmithing. Broadens technical background and applies experience in jewelry and metalsmithing to individual visual issues. R

JAM 671 Metals History and Issues 3 E

Double Numbered with: JAM 471
The history of jewelry and metalsmithing from prehistoric times to the present. Contemporary metalsmithing issues. Additional work required of graduate students. Foundation of History of Art or History of Design for undergraduates; minimum of 12 credits of art or design history equivalent for graduate students.

JAM 770 Jewelry and Metalsmithing Research Problems 1-12 S

Involves student in program of personal creative research in jewelry and metalsmithing. Prepares students to be professional jewelers and metalsmiths in areas of education, design, or artistry. Development of a consistent body of work. R

JAM 996 Final Presentation 3 S

Final presentation accompanied by written statement, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

JAM 997 Master's Thesis 1-6 S

Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Museum Studies**MUS 500 Selected Topics 1-3 IR**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MUS 503 Introduction to Museum Studies 3 Y

The museum's historical development and its role in modern society. Curatorial methodologies, research techniques, professional ethics, and effective writing. Permission of instructor

MUS 504 Administrative Challenge and Change in Museums 3 SS

Organizational change and current practice will be explored through visits to New York City museums and galleries. Presentations will be given by museum professionals.

MUS 506 Introduction to Curatorship 3 Y

Problems and responsibilities of the curator. Care, interpretation, and presentation of objects. Exhibition programming, history of collecting, curatorial ethics. Permission of instructor

MUS 600 Selected Topics 1-3 IR

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. R

MUS 603 Practicum I 3 Y

Theory and practical application of procedures concerning the temporary exhibit. Registration, preparation and handling of works of art, environmental considerations, exhibition design and installation, packing and shipping art. Permission of instructor

MUS 604 Practicum II 3 Y

Continuation of MUS 603. Students assume greater responsibility in all aspects of exhibition preparation and installation.
PREREQ: MUS 603.

MUS 607 Collections Management 3

Administration and operation of a museum collection, including registration, cataloging, storage techniques, conservation, insurance, shipping, handling. Computer registration, photographic documentation systems, and other information retrieval systems. Laboratory experience in SU Art Collections. Permission of instructor

MUS 670 Experience Credit 1-6 IR

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. R

MUS 703 Advanced Curatorship 3 Y

Application of principles developed in MUS 506 to specific problems in exhibition planning and organization, publication preparation, and interpretation of individual works of art in their historical context.
PREREQ: MUS 506.

MUS 704 Museum/Gallery Internship 0-3

Eight weeks or more of full-time work in an approved museum or gallery under close supervision of senior staff. Permission of department chair

MUS 705 Print Curatorship 3 SI

Double Numbered with: MUS 405
The origins and development of printmaking media are highlighted. Emphasizing the study of original prints by Durer, Rembrandt, Whistler, Picasso, and Rauschenberg in the University Art Collection. Additional work required of graduate students.

MUS 708 Public Learning in Museums 3 Y

Double Numbered with: MUS 408
Examine the educational role of museums in society. Study contemporary educational theory, audience development, and accessibility issues within the museum context. Additional work required of graduate students.

MUS 709 Museum Management 3 Y
Double Numbered with: MUS 409
Principles of effective leadership; mission, vision, and values; board, staff, executive relationships; civic engagement; assembling workforce; fiscal procedures; budget development. Short and long term goals planning. Direct experience with local museum professionals. Additional work required of graduate students.

MUS 712 Museum Development 3 Y
Double Numbered with: MUS 412
Understanding philanthropy and the fundamentals of successful fundraising, articulating a case for support, building endowment, capital campaigns, special events, planned giving, corporate and foundational support, practicing stewardship, the development profession. Additional work required of graduate students.

MUS 750 Advanced Problems in Museum Studies 1-6
Individual projects of substantial complexity addressing specific problems in the field. Permission of instructor R1, 6 credits maximum

MUS 896 Graduate Research Project 3
Final presentation of research project accompanied by written statement and oral examination. Taken in final semester upon advisor's approval. Permission of chair

Music Education

MUE 510 Practicum in Children's Choir 1-3
Develop understanding, expertise, and practical experience working with a children's choir through score analysis, rehearsal observations, and conducting experiences. In-depth study of choral music appropriate for children's choirs of varying levels.

MUE 516 Technology in Music Education 3
Philosophical foundation for marching bands. Lecture/lab format promoting discussion and practical application of skills necessary to organize, administer, and implement the high school band program successfully.

MUE 518 Marching Band Techniques 2 Y
Philosophical foundation for marching bands. Lecture/lab format promoting discussion and practical application of skills necessary to organize, administer, and implement the high school band program successfully. Music education majors or permission of instructor.

MUE 520 Teaching of Classical Guitar 1-2
Laboratory in guitar, emphasizing performance techniques, care of instrument, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper division status or permission of instructor. Music majors only.

MUE 604 World Music and the Interdisciplinary Curriculum 3 SS
Crosslisted with: EDU 604
Examination of historical and social perspectives of world music in diverse cultural contexts. Strategies for teachers to develop and facilitate interdisciplinary curricula through examination of materials and resources featuring music from around the world.

MUE 610 Field Experience in Music Education 1-2 S
Double Numbered with: MUE 310
Orientation to school settings: organization, services, guidance, goals, evaluation. Observations and supervised teaching experiences in music at elementary/secondary levels. Experiences coordinated with music education courses in sophomore/junior years and graduate teacher preparation program. Additional work required of graduate students. R1, 2 credits maximum

MUE 611 Assessment in Music Education 1 Y
Crosslisted with: EDU 611
Examines a diverse selection of assessment methods for student learning within music education settings. Strategies for future instruction planning; instructional adaptations based on data gathered through teacher-created assessment tools.

MUE 614 General Music in the Inclusive Classroom 3

MUE 615 Introduction to Research in Music 3 Y
Methods and techniques. Literature and research studies. Bibliographical materials and application of appropriate writing styles. Open to all music majors; nonmusic majors may elect with permission of instructor.

MUE 616 Psychological and Sociological Aspects of Music 3 IR
Introduction to acoustics, the ear and hearing, musical systems, and psychosociophysiological processes involved in musical behavior. Open to all music majors; non-music majors with permission of instructor.

MUE 617 Jazz Ensemble Techniques 2
Double Numbered with: MUE 415

MUE 618 Current Problems in Music Education 3 Y
Major topics and problems. Current trends. Open to all music majors; nonmusic majors may elect with permission of instructor.

MUE 621 Teaching of Voice for Schools 1-2 Y
Double Numbered with: MUE 321
Laboratory in teaching voice, emphasizing performance techniques, care of vocal instrument, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 623 Teaching of Percussion Instruments 1-2 Y
Double Numbered with: MUE 423
Laboratory in percussion instruments, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 625 Teaching of String Instruments 1-2 Y
Double Numbered with: MUE 325
Laboratory in string instruments, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstrations of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 626 Teaching of Brass Instruments 1-2 Y
Double Numbered with: MUE 326
Laboratory in brass instruments, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor. R1, 4 credits maximum

MUE 627 Teaching of Woodwind Instruments I 1-2 Y
Double Numbered with: MUE 327
Laboratory in flute, clarinet, and saxophone, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 628 Teaching of Woodwind Instruments II 1-2 Y
Double Numbered with: MUE 328
Laboratory in oboe and bassoon, emphasizing performance techniques, care of instruments, acoustical considerations, elementary ensemble performance, and practical demonstration of methods and materials for individual/group instruction. Upper-division status or permission of instructor.

MUE 633 Music in the Elementary School 1-2 Y
Double Numbered with: MUE 333
Methods and materials for elementary school music programs. Laboratory experience in teaching songs, rhythms, music listening, sight reading, and the use of visual aids. Orff and Kodaly methods. Open only to music education majors. Prereq: Upper-division status or permission of instructor.

MUE 634 Methods and Materials in General Music 1-2 Y

Double Numbered with: MUE 334

Methods and resources for grades 6-12 in nonperformance music classes. History, theory, general music. The changing voice. Upper-division status or permission of instructor.

MUE 670 Experience Credit 1-6 SI

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing.

MUE 690 Independent Study 1-6 SI

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

MUE 700 Selected Topics 1-3 SI

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

MUE 711 Advanced Choral Teaching 3 SI

Problems of choral training and organization relevant to school groups. Choral literature in terms of teaching. Open to all music majors; nonmusic majors may elect with permission instructor.

MUE 712 Advanced Instrumental Teaching 3 SI

Problems of instrumental training and organization relevant to bands and orchestras in schools. Instrumental music literature in terms of teaching. Musical content and how to teach it. Open to all music majors; nonmusic majors may elect with permission of instructor.

MUE 715 Administration and Supervision in Music Education 3 IR

Aims and procedures in administration and supervision of school music programs. Scheduling. Evaluation and improvement of instruction. Budgets. Public relations. Research problems in planning and executing a modern program.

MUE 716 Curriculum Development in Music 3 IR

Instructional design in teaching music. Systematic processes in curriculum and course design, use and evaluation of objectives, selection and construction of instructional materials, and methods of curriculum evaluation. Open to all music majors; nonmusic majors may elect with permission of instructor.

MUE 731 Mngmt in Music Teaching 1-2 Y

Double Numbered with: MUE 431

MUE 735 Choral Rehearsal Techniques 2-3 Y

Double Numbered with: MUE 435

Principles and techniques of conducting and rehearsing choral groups. Music literature for typical choral group in schools.

MUE 737 Instrumental Rehearsal Techniques in Music Education 2-3 Y

Double Numbered with: MUE 437

Principles and techniques of conducting and rehearsing instrumental groups. Music literature for typical instrumental groups in schools.

MUE 770 Experience Credit 1-6 SI

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

MUE 970 Experience Credit 1-6 SI

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing.

MUE 990 Independent Study 1-6 SI

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

MUE 997 Master Thesis 1-6 S

Music History And Literature

MHL 500 Selected Topics 1-3 SI

Selected aspect of music history or literature. Content and method of instruction may vary for each workshop. R

MHL 525 Survey of Keyboard Literature: 1650 to 1850 3 O

Historical survey of literature now performed on the piano, focusing on significant repertoire from 1650 to 1850 through performance, listening, and research.

MHL 526 Survey of Keyboard Literature: 1850 to Present 3 O

Historical survey of literature now performed on the piano, focusing on significant repertoire from ca. 1850 to the present through performance, listening, and research.

MHL 535 Orchestral Repertoire: 1600-1800 2

A comprehensive study of orchestral repertoire from 1600-1800. J. S. Bach to early Beethoven. Score analysis, composer biographies, cultural context and critical listening.

MHL 545 Aspects of Repertoire Preparation 2 Y

For instrumentalists, singers, pianists. Aspects of repertoire preparation; repertoire planning, score preparation, stylistic performance practice, harmonic listening, working in an ensemble, and stage presence. Learning theory and current performance psychology techniques.

MHL 546 Vocal Literature 3 O

For pianists and singers. Historical survey of art song repertoire through performance, listening, and research. PREREQ: MHL 545.

MHL 548 Instrumental Literature 3 E

For pianists and instrumentalists. Historical survey of major chamber music repertoire through performance, listening, and research. PREREQ: MHL 545.

MHL 566 Topics in Music Literature and Analysis 3 Y

Crosslisted with: MTC 566

Intensive focus on a composer, genre or stylistic development, to be chosen by the instructor. Emphasis on analytical understanding, aesthetic issues and interdisciplinary context. R2, 12 credits maximum

MHL 567 Survey of Choral Literature 2 Y

An overview of the major choral forms (e.g. motet, madrigal, oratorio), leading composers of choral music, and style periods from 1500 to the present. Emphasis on score study and listening.

MHL 568 Choral Literature for Elementary and Secondary Choirs 2-3 Y

Examination of choral repertoire for elementary and secondary school settings. Strategies for teachers to discriminate between examples of quality choral literature through musical analysis and the examination of suitable historical contexts and musical cultures.

MHL 578 Charles Ives: an American Original 3 IR

A presentation designed to acquaint the student with the musical and personal characteristics that produced the unique phenomenon in American music that is Charles Ives. In-depth study of his musical and literary work.

MHL 590 Independent Study 1-6 SI

Preparation of a project paper under guidance of a member of the appropriate faculty, who introduces student to tools of research. Presented for reading and grading to a group of three faculty, one of whom is the advisor. R

MHL 664 History of American Popular Music 3 Y

Double Numbered with: MHL 364

Consideration of popular music in its changing cultural contexts. Social, psychological and political issues raised by successive genres. Additional work required of graduate students.

MHL 666 History of Jazz 3 Y

Chrono- logical survey of the roots of jazz through the present. Open to all graduate students.

MHL 671 Weekly Student Convocation Graduate 0-3 Y

MHL 672 Weekly Student Convocation Graduate 0-3 Y

MHL 771 Weekly Student Convocation Graduate 0-3 Y

MHL 772 Weekly Student Convocation Graduate 0-3 Y

Music Industry

MUI 610 Soyars Leadership Lecture Series I

Double Numbered with: MUI 310

Features music industry leaders from the highest levels of the business. These visiting faculty members will focus, in depth, on cutting edge issues as they relate to leadership in today's industry. Additional work required of graduate students.

Music Theory

MTC 500 Workshop In Music Theory 1-3 SI

Selected aspect of music theory. Content and method of instruction may vary for each workshop. R1, 6 credits maximum

MTC 535 Orchestration 3 O

Scoring for individual instruments and small ensembles. Analysis of selected instrumental compositions.

PREREQ: MTC 246.

MTC 540 Survey of Basic Theory 1-3 Y

Review of music fundamentals, tonal harmony, and aural skills. Entering graduate students failing written portion of theory diagnostic exam attend classes on fundamentals and harmony. Those failing aural skills portion attend ear training classes. Passing this course satisfies diagnostic exam requirements. Not applicable to any degree.

MTC 545 Counterpoint 3 SI

Grounding in species counterpoint and 16th-century practice, moving into a comprehensive study of contrapuntal techniques through the 20th century.

PREREQ: MTC 246.

MTC 546 Analysis of Contemporary Music 3 Y

Twentieth-century compositional methods, analysis of selected works. Introduction to 12-tone set theory.

PREREQ: MTC 246.

MTC 550 Composition 1-2 S

For students not majoring in composition. Permission of instructor

MTC 551 Songwriting 3 Y

A comprehensive approach to the craft of popular songwriting. Analysis includes historical perspectives, song form, style, content, lyric writing, lead sheet and demo creation, copyright, recording, and marketing techniques.

MTC 552 Studio Arranging 3 IR

Scoring and arranging for film, video, and recording. Popular genres. Miking, mixing, overdubbing, studio effects, synchronization with visual media.

PREREQ: MTC 535.

MTC 554 Jazz Composing and Arranging 3 SI

Jazz theory. Scoring with standard and nonstandard instrumental voicings. Preparation of charts for big band and smaller ensembles.

PREREQ: MTC 535.

MTC 555 Jazz Improvisation I 1 S

Beginning jazz theory; simple harmonic functions. Improvisation with Ionian, Dorian, and Mixolydian modes. Arranging for small ensembles. Permission of instructor.

MTC 556 Jazz Improvisation II 1 S

Improvisation with II to V progressions, diminished chords, augmented triads, and related scales. Composing and arranging for small ensembles.

PREREQ: MTC 555.

MTC 557 Jazz Improvisation III 1 S

Improvisation with half-diminished seventh chord and related scale. Application of improvisational techniques to pop and jazz tunes. Recordings and transcriptions of major artists. Preparation of charts for larger ensembles.

PREREQ: MTC 556.

MTC 558 Jazz Improvisation IV 1 S

Improvisation with pentatonic and lydian scales and turn-around patterns. Improvisational principles using chord scales, guide tones, and other techniques. Preparation of charts for larger ensembles.

PREREQ: MTC 557.

MTC 560 Electronic Music Composition 3 S

Introduction to electronic music synthesis. Composition of brief studies using a variety of studio techniques. Students repeating for credit work independently on larger projects. R

MTC 566 Topics in Music Literature and Analysis 3 Y

Crosslisted with: MHL 566

Intensive focus on a composer, genre or stylistic development, to be chosen by the instructor. Emphasis on analytical understanding, aesthetic issues and interdisciplinary context. R2, 12 credits maximum

MTC 590 Independent Study 1-6 SI

Preparation of a project paper under guidance of a member of the appropriate faculty, who introduces the student to tools of research. Presented for reading and grading to a group of three faculty, one of whom is the advisor.

MTC 625 Evolution of Harmony 3 IR

Origins and development of harmony from organum to music of the present.

MTC 626 Evolution of Form 3 IR

Origins and development of musical forms from the period of Gregorian chants to present.

MTC 635 Advanced Orchestration 3 Y

Contemporary techniques. Innovative forms of instrumentation and nonstandard use of instruments.

PREREQ: MTC 535, 536.

MTC 636 Advanced Orchestration 3 Y

Contemporary techniques. Innovative forms of instrumentation and nonstandard use of instruments.

PREREQ: MTC 535, 536.

MTC 646 Advanced Tonal Analysis 3 Y

Tonal harmony and its extensions from circa 1830 to the present. Introduction to Schenker analysis. Required of all graduate students in the School of Music.

MTC 651 Composition Seminar, Graduate 0-3 S

Listening and discussion of creative issues and strategies in music composition. Two to four presentations by visiting composers per semester. Required of all graduate composition majors.

MTC 652 Composition Seminar, Graduate 0-3 S

Listening and discussion of creative issues and strategies in music composition. Two to four presentations by visiting composers per semester. Required of all graduate composition majors.

MTC 655 Composition 1-2 S

Individual instruction emphasizing larger forms and works for larger ensembles.

MTC 656 Composition 1-2 S

Individual instruction emphasizing larger forms and works for larger ensembles.

MTC 657 Contemporary Techniques in Composition 2 SI

Styles of representative twentieth-century composers. Techniques through composition.

MTC 690 Independent Study 1-6 SI

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. R

MTC 746 Advanced Topics in Music Theory 3 SI

Intensive study and class discussion of contemporary writings in music theory. Students deliver an oral presentation on important periodical articles and complete a major analysis project.

PREREQ: MTC 645.

MTC 751 Composition Seminar, Graduate 0-3 S

Listening and discussion of creative issues and strategies in music composition. Two to four presentations by visiting composers per semester. Required of all graduate composition majors.

MTC 752 Composition Seminar, Graduate 0-3 S

Listening and discussion of creative issues and strategies in music composition. Two to four presentations by visiting composers per semester. Required of all graduate composition majors.

MTC 755 Composition 1-2 S

Continuation of MTC 655,656.

MTC 756 Composition 1-2 S

Continuation of MTC 655,656.

MTC 997 Thesis in Music Theory 0-3 SI R

Oboe

OBO 530 **Oboe Instruction 1-4 S**
For non-music students.

OBO 535 **Oboe Instruction 1-4 S**
For music students.

OBO 536 **Oboe Instruction 1-4 S**
For music students.

OBO 635 **Oboe Instruction 1-6 S**
For performance majors.

OBO 636 **Oboe Instruction 1-6 S**
For performance majors.

OBO 735 **Oboe Instruction 1-6 S**
For performance majors.

OBO 736 **Oboe Instruction 1-6 S**
For performance majors.

Organ

ORG 510 **Organ Instruction 1-4 S**
For non-music students.

ORG 515 **Organ Instruction 1-4 S**
For music students.

ORG 516 **Organ Instruction 1-4 S**
For music students.

ORG 615 **Organ Instruction 1-6 S**
For Performance majors.

ORG 616 **Organ Instruction 1-6 S**
For Performance majors.

ORG 715 **Organ Instruction 1-6 S**
For Performance majors.

ORG 716 **Organ Instruction 1-6 S**
For Performance majors.

Painting

PTG 503 **Drawing and Painting for Non-Art Majors 1-3 S**
Crosslisted with: DRW 503
Fundamental concepts and techniques of painting and drawing.

PTG 504 **Drawing and Painting for Non-Art Majors 1-3 S**
Crosslisted with: DRW 504
Fundamental concepts and techniques of painting and drawing.

PTG 555 **Drawing Research 1-6 S**
Crosslisted with: DRW 555
Drawing as an expression and creative art form.
PREREQ: PTG 455, 456.

PTG 582 **Painting Research 1-6 S**
Advanced research.
PREREQ: PTG 481, 482.

PTG 585 **Painting Materials Techniques 1-3 IR**
Advanced study in use of studio materials and techniques used by painters; pigments, binders, for oil paint, acrylics, polymer resins, casein, pastels, water color, egg tempera, fresco. Independent research problems are assigned.

PTG 650 **Drawing, Graduate 1-12 S**
Crosslisted with: DRW 650
Drawing as self-contained expression through contemporary and historical investigation of materials and techniques.

PTG 660 **Painting, Graduate 1-12 S**
Studio work and in-depth examination of professional practice through individual and group critiques with faculty and visiting artists. Includes scholarly investigations through readings in contemporary and historical criticism. Permission of instructor R

PTG 661 **Color and Pictorial Design Research Problems 3 IR**
Color focused pictorial design projects or paintings directed by student/faculty interaction and guidance. Emphasis on personal research in chromatic space and form, either two- or three-dimensional, utilizing pigments or colored light. Permission of instructor

PTG 666 **Materials and Techniques Research Problems 3 IR**
A program of individual technical research that delves into the diverse methods and materials of both the past and present, used in the production of two dimensional art forms. Permission of instructor

PTG 760 **Painting, Graduate 1-12 S**
Continuation of PTG 660.

PTG 996 **Final Presentation 3 S**
Final presentation accompanied by written statement, culminating in an oral examination for M.F.A. or M.I.D. degree. Taken during final semester upon advisor's approval.

PTG 997 **Masters Thesis 0-6 S**
Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Pedagogy Of Theory

PDG 519 **Vocal Pedagogy 2 Y**
Voice science: structure of the vocal tract, acoustics, special equipment. Voice building: breath management, positioning of vocal tract, registration, placement, voice types, exercises. Laboratory experience. Four semesters of applied voice.

PDG 520 **Piano Pedagogy Workshop 1 IR**
Philosophy and psychology in piano teaching through analysis and performance of elementary and secondary materials. Music by recognized composers.

PDG 527 **Piano Pedagogy 2 IR**
Philosophies and psychology of piano teaching. Materials for beginning and intermediate students in both individual and class teaching. Additional work required of graduate students.

PDG 530 **Workshop in Teaching of Strings 1-2 IR**
Principles, methods, and problems associated with teaching string instruments to young people individually and in groups. R

PDG 538 **Violin Pedagogy 1 IR**
Violin teaching: lecture on procedure for both class and individual instruction, attendance and observation at regular class meetings, and practical teaching by pedagogy students.

PDG 625 **Pedagogy of Theory 3 Y**
Teaching of music theory. Various standard texts. Contemporary trends. Supervised teaching at freshman and sophomore levels.

Percussion

PRC 510 **Percussion Instruction 1-4 S**
For non-music students.

PRC 515 **Percussion Instruction 1-4 S**
For music students.

PRC 516 **Percussion Instruction 1-4 S**
For music students.

PRC 615 **Percussion Instruction 1-6 S**
For performance majors.

PRC 616 **Percussion Instruction 1-6 S**
For performance majors.

PRC 715 **Percussion Instruction 1-6 S**
For performance majors.

PRC 716 **Percussion Instruction 1-6 S**
For performance majors.

Performance Recital

PER 994 **Graduate Recital I 0-1 S**
Solo recital required of all matriculated students in M.Mus. program with performance major.

PER 995 **Graduate Recital II 0-1 S**
Ensemble recital or second solo recital, depending upon which is most appropriate to student's major area of specialization. Matriculated students in M. Mus. program.

PER 996 **Lecture Recital 0-1 S**
Lecture demonstration recital on topic appropriate to the candidate's major area of specialization.

Piano

PNO 520 **Performance Honors in Piano 1-4 S**
For non-music students.

PNO 525 **Piano Instruction 1-4 S**
For music students.

PNO 526 **Piano Instruction 1-4 S**
For music students.

PNO 625 **Piano Instruction 1-6 S**
For performance majors.

PNO 626 **Piano Instruction 1-6 S**
For performance majors.

PNO 725 **Piano Instruction 1-6 S**
For performance majors.

PNO 726 **Piano Instruction 1-6 S**
For performance majors.

Printmaking

PRT 551 Hand Papermaking Workshop 3 Y
Basic skills in hand papermaking in two- and three-dimensional form. Student works independently but attends group demonstrations and discussions on scheduled day of class.

PRT 552 Hand Paper Print/Book Workshop 3 Y
Continued investigation in hand papermaking, simple bookbinding, and letterpress printing.

PRT 650 Printmaking Research Problems 1-12 S
Designed by student and faculty to involve student in personal research program in printmaking technology (lithography, intaglio, papermaking, silk screen, and related areas). Permission of instructor R

PRT 750 Printmaking Research Problems 1-12 S
Continuation of PRT 650. R

PRT 996 Final Presentation 3 S
Final presentation accompanied by written statement, culminating in an oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

PRT 997 Master's Thesis 0-6 S
Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Recorder

RDR 520 Recorder Instruction 1-4 S
For non-music students.

RDR 525 Recorder Instruction 1-4 S
For music students.

RDR 526 Recorder Instruction 1-4 S
For music students.

Saxophone

SXP 550 Saxophone/Non Music Maj 1-4 S
For non-music students.

SXP 555 Saxophone/Music Majors 1-4 S
For music students.

SXP 556 Saxophone/Music Majors 1-4 S
For music students.

SXP 655 Saxophone/Music Majors 1-4 S
For performance majors.

SXP 656 Saxophone/Music Majors 1-4 S
For performance majors.

SXP 755 Saxophone/Music Majors 1-4 S
For performance majors.

SXP 756 Saxophone/Music Majors 1-4 S
For performance majors.

Sculpture

SCU 507 Sculpture Survey 1-9 S
Modeling from life, casting, composition problems.
PREREQ:SCU 207, 208.

SCU 508 Sculpture Survey 1-9 S
Modeling from life, casting, composition problems.
PREREQ:SCU 207, 208.

SCU 591 Wood and Mixed-Media Research 1-9 S
Double Numbered with: SCU 391
Sculptural uses of wood. Lathe work, lamination, and carving. Combination of wood and other sculptural materials. Individual research in conjunction with course expectations for students taking SCU 591.

SCU 592 Plastics Techniques Research 1-9 S
Double Numbered with: SCU 392
Plastics and their potential sculptural uses. Vacuum-formed plastic sheet, casting resins, and fiberglass lay-up. Individual research in conjunction with course expectations for students taking SCU 592.

SCU 596 Sculpture Research 1-9 S
Advanced research.
PREREQ: SCU 295, 296.

SCU 660 Sculpture, Research Problems 1-12 S
Professional problems in sculpture; advanced study in technique and theory. Development of a consistent body of work. Permission of instructor

SCU 760 Sculpture, Research Problems 1-12 S
Continuation of SCU 660. R

SCU 996 Final Presentation 3 S
Final presentation accompanied by a written statement, culminating in oral examination for M.F.A. or M.I.D. degree. Taken during final semester upon advisor's approval.

SCU 997 Master's Thesis 0-6 S
Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Studio Arts

STA 531 Professional Practice in the Arts 3 Y
Provide students with the necessary skills and information to function in their professional contexts/interactions. Explore numerous opportunities for artists. Course covers: resumes, copyright, health/safety practices, contracts, exhibitions, grants, taxes, job opportunities, etc.

STA 553 Decoding Images of Representation 3

Seminar/critique discusses and applies theoretical writings on the use of images and constructed representations of gender, culture, and power to the production of studio artists' work. Critiques based on readings and discussions. Laboratory required.

Surface Pattern Design

SPD 527 Advanced Textile Printing 3
Individual research of advanced dyeing and printing methods.
PREREQ: SPD 327.

SPD 537 Advanced Computer-Aided Pattern Design 3
Individual research of advanced computer-aided design methods.
PREREQ: SPD 367.

SPD 541 Research Problems 1-6 S/I
Advanced research in special areas of professional surface pattern design. Individual projects developed with instructor's consultation and guidance.

SPD 643 Design Analysis&Synthesis I 1-12 Y
Individual projects undertaken with instructor's consultation and guidance, directed toward professional decorative and repeat pattern design as related to the wall covering, textile, and allied industries. For first-year graduate surface pattern design majors.

SPD 743 Design Analysis and Synthesis II 1-12 Y
Research problems in surface pattern design for graduate majors. Individual projects undertaken with instructor's consultation and guidance. Research directed toward professional decorative and repeat pattern design as related to the wall covering, textile, and allied industries. For first-year graduate surface pattern design majors.

SPD 996 Final Presentation 3 S
Written statement to accompany final project, culminating in oral examination for M.F.A. degree. Taken during final semester upon advisor's approval.

SPD 997 Masters Thesis 0-6 S
Formal master's thesis. Written document exhibiting substantive and original research. Planned under direction of major departmental advisor.

Transmedia

TRM 610 Literacy, Community and Media 3
Double Numbered with: TRM 310
This course brings University students into local public schools to offer instruction in media such as photography and video, along with writing exercises to develop projects that explore issues of identity, community and family.

Trombone

TRB 540 **Trombone/Non Music Majors 1-4 S**
For non-music students.

TRB 545 **Trombone/Music Major 1-4 S**
For music students.

TRB 546 **Trombone/Music Major 1-4 S**
For music students.

TRB 645 **Trombone/Music Major 1-6 S**
For performance majors.

TRB 646 **Trombone/Music Major 1-6 S**
For performance majors.

TRB 745 **Trombone/Music Major 1-6 S**
For performance majors.

TRB 746 **Trombone/Music Major 1-6 S**
For performance majors.

Trumpet

TRP 510 **Trumpet/Non Music Majors 1-4 S**
For non-music students.

TRP 515 **Trumpet/Music Major 1-6 S**
For music students.

TRP 516 **Trumpet/Music Major 1-6 S**
For music students.

TRP 615 **Trumpet/Music Major 1-6 S**
For performance majors.

TRP 616 **Trumpet/Music Major 1-6 S**
For performance majors.

TRP 715 **Trumpet/Music Major 1-6 S**
For performance majors.

TRP 716 **Trumpet/Music Major 1-6 S**
For performance majors.

Tuba

BTB 550 **Tuba/Non Music Majors 1-4 S**
For non-music students.

BTB 555 **Tuba/Music Majors 1-4 S**
For music students.

BTB 556 **Tuba/Music Majors 1-4 S**
For music students.

BTB 655 **Tuba/Music Majors 1-4 S**
For performance majors.

BTB 656 **Tuba/Music Majors 1-4 S**
For performance majors.

BTB 755 **Tuba/Music Majors 1-6 S**
For performance majors.

BTB 756 **Tuba/Music Majors 1-6 S**
For performance majors.

Viola

VLA 520 **Viola/Non Music Majors 1-4 S**
For non-music students.

VLA 525 **Viola/Music Majors 1-4 S**
For music students.

VLA 526 **Viola/Music Majors 1-4 S**
For music students.

VLA 625 **Viola/Music Majors 1-6 S**
For performance majors.

VLA 626 **Viola/Music Majors 1-6 S**
For performance majors.

VLA 725 **Viola/Music Majors 1-6 S**
For performance majors.

VLA 726 **Viola/Music Majors 1-6 S**
For performance majors.

Violin

VLN 510 **Violin/Non Music Majors 1-4 S**
For non-music students.

VLN 515 **Violin/Music Major 1-4 S**
For music students.

VLN 516 **Violin/Music Major 1-4 S**
For music students.

VLN 615 **Violin/Music Major 1-6 S**
For performance majors.

VLN 616 **Violin/Music Major 1-6 S**
For performance majors.

VLN 715 **Violin/Music Major 1-6 S**
For performance majors.

VLN 716 **Violin/Music Major 1-6 S**
For performance majors.

Violoncello

VCO 530 **Cello/Non Music Majors 1-4 S**
For non-music students.

VCO 535 **Cello/Music Majors 1-4 S**
For music students.

VCO 536 **Cello/Music Majors 1-4 S**
For music students.

VCO 635 **Cello/Music Majors 1-6 S**
For performance majors.

VCO 636 **Violoncello/Music Majors 1-6 S**
For performance majors.

VCO 735 **Cello/Music Majors 1-6 S**
For performance majors.

VCO 736 **Cello/Music Majors 1-6 S**
For performance majors.

Voice

VOC 510 **Voice/Non Music Majors 1-4 S**
For non-music students.

VOC 515 **Voice/Music Majors 1-4 S**
For performance majors.

VOC 516 **Voice/Music Majors 1-4 S**
For performance majors.

VOC 615 **Voice/Music Majors 1-6 S**
For performance majors.

VOC 616 **Voice/Music Major 1-6 S**
For performance majors.

VOC 625 **Grad Voc Prfrmnc Sem I 1 IR**
Weekly seminar in studio and department-wide sessions on those aspects of being a professional singer not covered in normal coursework or lessons.

VOC 626 **Grad Voc Prfrmnc Sem II 1 IR**
Weekly seminar in studio and department-wide sessions on those aspects of being a professional singer not covered in normal coursework or lessons.

VOC 627 **Grad Voc Prfrmnc Sem III 1 IR**
Weekly seminar in studio and department-wide sessions on those aspects of being a professional singer not covered in normal coursework or lessons.

VOC 628 **Grad Voc Prfrmnc Sem IV 1 IR**
Weekly seminar in studio and department-wide sessions on those aspects of being a professional singer not covered in normal coursework or lessons.

VOC 715 **Voice/Music Major 1-6 S**
For performance majors.

VOC 716 **Voice/Music Majors 1-6 S**
For performance majors.

Faculty

James Abbott, Affiliate Artist
B.M., University of Miami School of Music, 1992
Recording engineering

Yasser Aggour, Assistant Professor
M.F.A., Yale University, 1999
Art photography

Edward Aiken, Associate Professor
Ph.D., Northwestern University, 1981
Art history, museum studies

Joseph Alberti, Assistant Professor
Ph.D. University of Texas
Voice and acting

Janet Ambrose, Associate Professor
M.A., Syracuse University, 1990
Textile design

Kevin Ames, Affiliate Artist
M.Mus., Syracuse University, 2004
Saxophone

Joshua Atkinson, Assistant Professor
Ph.D., University of Missouri-Columbia, 2004
Rhetorical theory, rhetorical criticism, rhetoric of globalization

Meg Aufmuth, Adjunct
B.S., Rochester Institute of Technology, 1976;
B.S., Syracuse University, 1989
Interior design

Carol Babiracki, Associate Professor
Ph.D., University of Illinois, 1991
Ethnomusicology, South Asian music and dance, ethnic and immigrant music and dance in the U.S., music of the Middle East

Karen Bakke, Associate Professor
M.F.A., Syracuse University, 1969
Textile design, cultural studies

Kyle Bass, Adjunct
M.F.A., Goddard College, 2006
Playwriting, theater history

Kathleen Baum, Adjunct
M.F.A., Syracuse University, 2000
Movement-based theater, Meyerhold's Theatrical Biomechanics

Peter Beasecker, Associate Professor
M.F.A., Alfred University, 1987
Ceramics

Anne Beffel, Associate Professor
M.F.A., University of Iowa, 1998
2-D creative processes, dimensional arts

Alyssa Blount, Affiliate Artist
M.M., Syracuse University, 2007
Violin

David Bowman, Adjunct
B.F.A., Syracuse University, 1993
Lighting design, theater technology

Cornelia Brewster, Affiliate Artist
M.M., University of Wisconsin-Madison, 1965
Flute

Janet Brown, Affiliate Artist
M.Mus., Syracuse University, 1993
Voice

Yvonne Buchanan, Assistant Professor
B.F.A., Parsons School of Design, 1977
Illustration

Michael Bull, Affiliate Artist
M.M., Syracuse University, 1977
Percussion

Don Buschmann, Adjunct
M.A., Southwest Missouri State University, 1977
Advanced practicum in stage management

Richard Buttny, Professor
Ph.D., University of Massachusetts, 1983
Intercultural communication, language, and social interaction

Lynn Capirsello, Assistant Professor
B.F.A., M.S., Syracuse University
Interior Design

Ronald Caravan, Affiliate Artist
D.M.A., Eastman School of Music, 1980
Saxophone, clarinet

Stephen Carlson, Associate Professor
M.F.A., Yale University, 1976
Dimensional arts

Donald Carr, Associate Professor
M.F.A., Cranbrook Academy of Art, 1992
Industrial and Interaction design

Edward Castilano, Affiliate Artist
B.M., Eastman School of Music, 1976
Symphonic repertory (double bass)

Bonnie Choi, Affiliate Artist
D.M.A., University of Michigan, 1993
Harpsichord

Gerardine Clark, Laura J. and L. Douglas
Meredith Professor
Ph.D., Indiana University, 1977
Acting, directing, dramatic literature, play analysis

James Clark, Associate Professor
M.A., Indiana University, 1971
Theater management, theater as a profession

Ann Clarke, Associate Professor
M.F.A., Rhode Island School of Design, 1994
Fiber arts

Deborah Coble, Affiliate Artist
M.M., University of Texas, 1974
Flute

Felix Cochren, Assistant Professor
Design/technical theater

Jill Coggiola, Affiliate Artist
D.M., Florida State University, 1994
Music education, saxophone, flute

Michael Coldren, Affiliate Artist
M.M., Arizona State University, 1988
Tuba, euphonium

Diana Coles, Adjunct
M.A., University of Missouri, Kansas City, 1967
Theater management

Alfred Collette, Professor Emeritus
Ph.D., Syracuse University, 1952
Museum studies

Todd Conover, Assistant Professor
B.S., Syracuse University, 1995
Fashion design

Robert Cooney, Associate Professor
B.F.A., Syracuse University, 1972
Communications design

Peter Crissey, A.I.A., Adjunct
B.Arch., Rensselaer Polytechnic Institute, 1967
Interior design

Susan D'Amato, Assistant Professor
M.F.A., University of North Carolina at Chapel Hill, 2000
Drawing

Robert Dacey, Associate Professor
B.F.A., Art Center College, Los Angeles, 1975
Drawing, illustration

Linda Daignault, Adjunct
M.A., Syracuse University, 2003
Public learning in museums

Gretchen Darrow, Adjunct
University of Connecticut, 1995
Costume and design technology

Diego Davidenko, Adjunct Instructor
M.M., Syracuse University, 2008
Music Theory

Timothy Davis-Reed, Professor of Practice
B.F.A., Syracuse University, 1985
Acting

Joshua Dekaney, Affiliate Artist
M.Mus., University of Missouri-Kansas City, 1998
Drumset, Brazilian Ensemble, drumline

Anne Demo, Assistant Professor
Ph.D., Pennsylvania State University, 2000
Visual rhetoric, immigration rhetoric, rhetorical theory

Roger DeMuth, Associate Professor
B.F.A., Rochester Institute of Technology, 1970
Illustration

Ron DeRutte, Adjunct
M.F.A., University of Maryland, 1989
Sculpture

Bill DiCosimo, Assistant Professor
M.Mus., University of Southern California, 1976
Jazz studies, music industry

Deborah Dohne, Associate Professor; Chair
M.F.A., Ohio State University, 1990
Dimensional arts, sculpture

Marion Dorfer, Associate Professor
M.F.A., Syracuse University, 1992
Surface pattern design

Jill Doscher, Adjunct
M.F.A., SUNY at Buffalo
2-D creative processes

Joseph Downing, Associate Professor
D.M., Northwestern University, 1985
Composition, music theory

Lawrence Drodz, Adjunct
M.F.A., Southern Methodist University
Theatre history, acting for non-majors

Doug DuBois, Associate Professor
M.F.A., San Francisco Art Institute, 1988
Photography

Craig Dudczak, Associate Professor
Ph.D., University of Kansas, 1984
Argumentation, communication studies,
persuasion

Dennis Earle, Adjunct Professor
M.Arch., University of Pennsylvania, 1990
Interior design

Douglas Easterly, Assistant Professor
M.F.A., University of Texas at Austin, 1998
Computer art

Robert Englert, Assistant Professor
B.F.A., Columbus College of Art and Design,
1996
Industrial design

Jonathan English, Affiliate Artist
M.Mus., Eastman School of Music, 1984
Voice

Bradley Ethington, Associate Professor,
Chair, Setnor School of Music; Associate
Director of Bands
D.M.A., University of Texas at Austin, 1995
Conducting

Sandra Faulkner, Assistant Professor
Ph.D., Pennsylvania State University, 1999
Interpersonal communication, cultural and
qualitative research methods

David Feldman, Adjunct
M.F.A., Brandeis University
Play analysis

Elizabeth Fowler, Assistant Professor
Ph.D., University of Minnesota, 2005
Art history

Thomas Friedmann, Adjunct
M.F.A., New York University, 1970 Film

Jon Garland, Affiliate Artist
B.Mus., The Julliard School, 1995
Horn

Matthew Gehring, Assistant Professor
M.F.A., University of Delaware
2001 Sculpture

Mary Giehl, Adjunct
M.F.A., Syracuse University, 1992
Sculpture

Daniel Godfrey, Professor
Ph.D., University of Iowa, 1982
Music theory, composition

Sharon Gold, Associate Professor
B.F.A., Pratt Institute of Technology, 1976
Drawing, painting, art theory

Cynthia Gordon, Assistant Professor
Ph.D., Georgetown University, 2003
Language and social interaction, family
communication

Eileen Gosson, Assistant Professor
B.F.A., Syracuse University, 1984
Surface pattern design

Holly Greenberg, Assistant Professor
M.F.A., The School of the Art Institute of
Chicago, 1994
Printmaking

Donna Greene,
B.F.A., Syracuse University, 1987
Advertising design

Jennifer Griffin, Adjunct
M.F.A., Syracuse University, 1989
Surface pattern design

Diane Grimes, Associate Professor
Ph.D., Purdue University, 1996
Organizational communication

Kim Hale, Assistant Professor
B.A., Wellesley College, 2003
Dance

Bob Halligan Jr., Adjunct Instructor
B.A., Hamilton College, 1975
Songwriting

Heath Hanlin, Associate Professor
M.F.A., Ohio State University, 1998
Computer art

William Harris, Affiliate Artist
M.M., Syracuse University, 1979
Trombone

Andrew Havenhand, Assistant Professor
M.F.A., Virginia Commonwealth University,
1984
Painting

Lucinda Havenhand, Associate Professor,
Chair
Ph.D., Virginia Commonwealth University,
2007
Interior design, design history

Denise Heckman, Assistant Professor
M.F.A., Cranbrook Academy of Art, 1995
Industrial design

Dusty Herbig, Assistant Professor
M.F.A., University of Wisconsin, Madison,
2002
Printmaking

Jonathan Herter, Adjunct
B.A., SUNY Geneseo
Sound design

Amy Heyman, Affiliate Artist
M.Mus., University of Wisconsin-Madison,
1986
Piano

Laura Heyman, Assistant Professor
M.F.A., Cranbrook Academy of Art, 1998
Photography

Steven Heyman, Affiliate Artist
M.Mus., Julliard School of Music, 1982
Piano

David Hicoek, Adjunct
B.F.A., Syracuse University, 1972 Film

Kenneth Hine, Associate Professor
Art Institute of Chicago
Communications design

Gail Hoffman, Adjunct Professor
M.F.A., Indiana University, 1980
2-D creative processes

Bradley Hudson, Adjunct, Exhibition
Facilitator
M.F.A., Kent State University, 1982
Museum studies

Rodney Hudson, Assistant Professor
M.A., University of South Dakota, 1973
Musical theater performance, scene study

Margie Hughto, Professor
M.F.A., Cranbrook Academy of Art, 1971
Ceramics

Nathan Hurwitz, Musical Director
Ph.D., University of Pittsburg
Musical direction, performance and
orchestration

Domenic Iacono, Adjunct
M.A., Florida State University, 1976
Museum studies

Elizabeth Ingram, Assistant Professor
London Academy of Music and Dramatic Art,
1964
Voice, acting, scene study

Malcolm Ingram, Associate Professor
Central School of Speech and Drama, London,
1963
Voice/verse, scene study

Hope Irvine, Professor Emeritus
Ph.D., New York University, 1980
Art, art education, creativity, interdisciplinary
experiences

Felix Ivanoff, Assistant Professor
Diploma, Central School of Speech and
Drama, London, 1963
Voice/verse, scene study

Vera Ivanova, Assistant Professor
Ph.D., Eastman School of Music (ABD), 2006
Music theory and composition

Nancy James, Affiliate Artist
M.M. in Vocal Coaching, New England
Conservatory of Music, 1987
Voice

Arthur Jensen, Professor
Ph.D., University of Massachusetts, 1982
Organizational communication, small group communication

Eric Johnson, Assistant Professor
M.M., Indiana University School of Music, 1983
Voice, opera workshop

Kenneth Johnson, Assistant Professor
Ph.D., University of Massachusetts, 1980
Interpersonal communication, research methods

Melissa Johnson, Adjunct
M.F.A., Art Institute of Chicago, 2006
Painting

Fred Karpoff, Associate Professor
D.M.A., Peabody Conservatory of Music, 1992
Piano, chamber music, vocal coaching

Rebecca Karposh, Affiliate Artist
D.M.A., Eastman School of Music, 1997
Voice, vocal pedagogy

Marie Kemp, Assistant Professor
M.F.A., M.Mus, Syracuse University, 1989
Musical theater performance, scene study

Amos Kiewe, Professor
Ph.D., Ohio University, 1984
Criticism, public address, rhetoric

Adrienne Kim, Affiliate Artist
M.Mus., Manhattan School of Music, 1992
Piano

Alex Koziara, Associate Professor
M.F.A., SUNY at Purchase, 1998
Lighting and set design, CAD lab

James Krehbiel, Affiliate Artist
B.Mus., Eastman School of Music
Violin

Meggan Kulczynski, Adjunct
M.F.A., North Carolina School of the Arts, 2000
Design and costume technology

Mary Lang, Adjunct
M.A., Syracuse University, 1994
Management and development

Kevin Larmon, Adjunct
B.F.A., State University of New York at Binghamton, 1978
Painting

John Laverty, Professor
Ph.D., Florida State University, 1995
Conducting, trumpet, arranging

Mary Laverty, Adjunct Instructor
M.L.I.S., University of Texas, Austin, 1991
Graduate Research

Victor Lazarow, Associate Professor
Ph.D., University of Georgia, 1978
Acting, theater history, play analysis

MaryElen Letterman, Associate Professor
B.F.A., Pratt Institute, 1965
Interior design

Jude Lewis, Associate Professor
M.F.A., State University of New York at Albany, 1989
Sculpture, dimensional arts

Li Li, Affiliate Artist
M.Mus., Boston University, 2001
Viola

David Lowenstein, Adjunct
B.F.A., Syracuse University, 1984
Musical theater

Holly Luedtke, Adjunct
B.S., Ball State University; Scenic Art Internship, Juilliard School
Scene painting

Elizabeth Luttinger, Adjunct Professor
M.M., Syracuse University, 2008
Music Theory

Laurance Luttinger, Affiliate Artist
M.Mus., Syracuse University
Percussion

Gail Lyons, Teaching Consultant
M.Mus., Syracuse University, 1967
Harp

Philip MacArthur, Affiliate Artist
M.M., Syracuse University, 1966
Oboe

Craig MacDonald, Associate Professor
M.F.A., Rutgers University, 1988
Acting, scene study

Iris Magidson, Assistant Professor
B.F.A., Syracuse University, 1964
Communications design

Bruce Manwaring, Associate Professor
M.F.A., University of Massachusetts, 1970
Drawing, printmaking

Maria Marrero, Professor
M.F.A., Rutgers University, 1977
Costume and set design, stage makeup

Roderick Martinez, Assistant Professor
M.F.A., Rochester Institute of Technology, 1993
Communications design

Jeremy Mastrangelo, Affiliate Artist
M.M., University of Michigan, 2000
Violin

Jeffrey Mayer, Associate Professor
M.A., University of Connecticut, 1989
Fashion design

Sarah McCoubrey, Associate Professor
M.F.A., University of Pennsylvania, 1981
Drawing, painting

Chris McCray, Assistant Professor
M.F.A., Rhode Island School of Design, 2008
Industrial design

Julia McKinstry, Affiliate Artist
M.F.A., Carnegie Mellon University, 1981
Voice

Judith Meighan, Assistant Professor
Ph.D., Columbia University, 1997
Art history

Gregory Mertl, Assistant Professor
Ph.D., Eastman School of Music, 2005
Composition

Justin Mertz, Assistant Director of Bands
M.Mus., Syracuse University, 2003
Ensembles, conducting, marching band techniques

Ken Meyer, Affiliate Artist
D.M.A., Eastman School of Music, 2000
Guitar

Stephen Meyer, Assistant Professor
Ph.D., SUNY Stony Brook, 1996
Eighteenth and 19th century music, history of opera

Donna Miller, Affiliate Artist
M.M., Syracuse University, 1982
Voice

Kathryn Miranda, Adjunct Instructor
M.AmSAT, American Center for the Alexander Technique, 1990
Alexander Technique; movement, posture, and breathing coordination

Steve Montgomery, Assistant Professor
B.F.A., University of West Virginia
Advertising Design

Kevin Moore, Studio Associate
Ph.D., New York University, 1979
Performance and theory; J.D., Syracuse University College of Law, 1986

Bridget Moriarty, Affiliate Artist
M.M., Syracuse University, 2008
Voice

Frank Morigi, Professor Emeritus
M.F.A., Art Institute of Chicago, 1963
Interior design

Robert Moss, Adjunct
Director, Playwrights Horizons Theatre School Directing

Carmel Nicoletti, Adjunct
M.F.A., Syracuse University, 1986
Drawing, 2-D creative processes

Ulf Oesterle, Assistant Professor
Ph.D., Syracuse University, 2007
Record labels, management, music technology

John Orentlicher, Professor
M.F.A., Art Institute of Chicago, 1970
Video, performance

Olukola Owolabi, Assistant Professor,
University Organist
M.A., Eastman School of Music, 2007
Organ, music theory

William Padgett, Associate Professor
B.F.A., Washington University, 1970
Communications design

Kendall Phillips, Associate Professor, Chair
Ph.D., Pennsylvania State University, 1995
Rhetoric, American film, public sphere

Lisa Porter, Assistant Professor
M.F.A., American Conservatory Theatre,
1994
Voice/verse

Darryl Pugh, Affiliate Artist
M.M., Eastman School of Music, 2000
Jazz bass

James Ransome, Assistant Professor
B.F.A., Pratt Institute
Illustration

Sarah Redmore, Assistant Professor
M.F.A., Syracuse University, 1990
Interior design

David Rezak, Affiliate Artist
Founder and president, DMR Booking Agency
Music industry

Joseph Riposo, Affiliate Artist
M.M., Syracuse University, 1969
Jazz improvisation, music education

Olivia Robinson, Assistant Professor
M.F.A., Rensselaer Polytechnic Institute,
2004
Fibers

Amardo Rodriguez, Laura J. and L. Douglass
Meredith Professor
Ph.D., Howard University, 1995
Organizational communication,
communication theory, postcolonial theory

Julianna Sabol, Associate Professor
D.M.A., University of Cincinnati, 1992
Voice, diction

Anthony Salatino, Associate Professor
B.F.A., Juilliard School, 1969
Ballet, tap, performance styles, movement

Andrew Saluti, Adjunct
M.F.A., Louisiana State University, 2002
Drawing

Sarah Saulson, Adjunct
B.A., Wellesley College, 1976
Fibers

Nicolas Scherzinger, Assistant Professor
D.M.A., Eastman School of Music, 2001
Composition, electronic music

Owen Shapiro, Professor
M.F.A., Brooklyn College, 1966 Film, media
theory

Sam Sheehan, Adjunct
Props, crafts, construction, research

Tom Sherman, Professor
B.F.A., Eastern Michigan University, 1970
Video, media theory

Michael Sickler, Associate Professor
M.F.A., University of Wisconsin, 1973
Drawing, painting, art history

Lawson Smith, Associate Professor
M.F.A., University of Nebraska, 1974
Sculpture, drawing

M. Douglas Soyars, Associate Professor
M.M., University of Michigan, 1964
Music industry

Joanna Spitzner, Assistant Professor
M.F.A., Ohio State University, 2001
Time arts

Randy Steffen, Adjunct
M.F.A., Yale University
Technical design and production

Ludwig Stein, Professor
M.F.A., Tyler School of Art, 1969
Drawing, painting

Caroline Stinson, Affiliate Artist
M.M., Hochschule fur Musik Koein, Germany,
2000
Cello

Emma Suárez, Assistant Professor
Ph.D., University of Toronto, 2005
Music education, multicultural music, choral
conducting

Miso Suchy, Associate Professor
M.F.A., Academy of Performing Arts,
Bratislava, Czechoslovakia, 1990 Film

Martha Sutter, Affiliate Artist
M.M., Syracuse University, 1983
Voice

Deborah Swerman, Adjunct
M.F.A., University of New Orleans, 1994
Introduction to theatre, acting for non-majors

Barbara Tagg, Affiliate Artist
Ed.D., Syracuse University, 1997
Music education

James Tapia, Associate Professor
D.M.A., University of Texas at Austin, 1997
Orchestral studies, conducting

John Thompson, Professor
B.F.A., Miami University of Ohio, 1962
Illustration, painting

Patti Thompson-Buechner, Affiliate Artist
B.M., Curtis Institute; Diploma, Academia di
Santa Cecilia, Rome, Italy, 1960
Voice

Toni Toland, Associate Professor
M.F.A., Syracuse University, 1982
Advertising design

Ida Trebicka, Affiliate Artist
M.Mus., Syracuse University, 1996
Piano, chamber music

Janine Turner, Adjunct
B.S., Florida State University, 1997
Interior design

Diego Vega, Assistant Professor
D.M.A., Cornell University, 2005
Music theory, composition, contemporary
analysis

Bradford Vivian, Assistant Professor
Ph.D., Pennsylvania State University, 2001
Rhetorical theory, public memory, continental
philosophy

Andrew Waggoner, Associate Professor
D.M.A., Cornell University, 1986
Composition, music theory, music history

Barbara Walter, Professor
M.F.A., Northern Illinois University, 1977
Metalsmithing

David Wanstreet, Assistant Professor
B.S., West Virginia University, 1971
Musical performance and choreography

John Warren, Assistant Professor
D.M.A., University of Miami
University Singers, Hendricks Chapel Choir,
conducting, choral literature

Carolyn Weber, Affiliate Artist
M.Mus., Syracuse University, 1990
Voice

Joseph Whelan, Adjunct
B.A., Empire State College
Theater history

Errol Willett, Assistant Professor
M.F.A., Pennsylvania State University, 1993
Ceramics

David Williams, Adjunct
B.S., Syracuse University, 1999 Audio

Amanda Winkler, Associate Professor,
Chair, Art and Music Histories
Ph.D., University of Michigan, 2000
Seventeenth century music, music in England

Jerome Witkin, Professor
M.F.A., University of Pennsylvania, 1970
Painting, drawing

Gregory Wood, Affiliate Artist
B.M., Cincinnati College, Conservatory of
Music, 1978
Cello

Janith Wright, Associate Professor
M.S., Oregon State University, 1986
Fashion design

Robert Wysocki, Assistant Professor
M.F.A., Yale University, 1995
Sculpture

Stephen Zaima, Professor
M.F.A., University of California, Davis, 1971
Painting, art theory

Edward Zajec, Professor Emeritus
M.F.A., Ohio University, 1966 Computer art

University College

Bethaida Gonzalez, Dean
700 University Ave.
uc.syr.edu/



About The College

Welcome to University College, the home of part-time study at Syracuse University.

SU undergraduates and non-matriculated graduates taking 11 or fewer credits per semester are considered part-time students. Students register through UC, and receive Syracuse University degrees upon completion of their academic program. UC offers open enrollment in most courses, allowing any interested student to earn SU credits if he or she meets the academic requirements. Part-time and full-time undergraduates take the same curriculum and can choose from many different majors offered by the various schools and colleges at Syracuse University.

We know that earning a degree is your goal, but many obstacles may stand in your way. Juggling family, job, and community responsibilities requires a commitment that can be challenging, so UC offers courses in flexible formats that allow you to build your academic schedule around your commitments at home and at work.

Graduate Education

Part-Time Graduate Education at UC

If you would like to pursue a graduate degree but are unsure of the area of study, meet with a UC academic advisor to get an overview of SU programs. You will then be referred to the appropriate academic department. If you want to take SU graduate courses as a non-matriculated graduate student, you must enroll through UC.

Important Note for Non-matriculated Graduate Students

The SU Graduate School's regulations strongly encourage anyone enrolling at the graduate level to take no more than two courses (six credits) before being admitted to a graduate program of study. There are limitations on credits completed on a non-matriculated basis that may later be applied toward a specific graduate program. Students should consult the specific academic department. If you are about to enroll for courses that will take you beyond an accumulated total of 12 graduate credits (four three-credit courses), you should either (1) take immediate steps to become a matriculated degree candidate, or (2) secure written permission from the appropriate academic department to continue to take its graduate courses as a non-matriculated student.

Some students who enroll for graduate courses do not intend to apply for admission or seek a degree. (In such situations, step (2) is the appropriate action.) Certain schools or colleges have more restrictive requirements. For special procedures, see the credit course index for the School of Information Studies or the School of Management.

For an application for graduate study, call 315-443-4492 or visit the web site.

Summer Programs

MAYmester - an intensive, two-week session
Session I - six weeks (mid-May to late June)
Session II - six weeks (early July to mid-August)
Combined Session - 7- to 12-week session (mid-May to mid-August)

Attending summer sessions also enables students to take courses they couldn't enroll in during other semesters. Additionally, students visiting from other colleges can, with permission from their home school, take courses at SU during the summer and transfer their credits to their own university.

The Summer Course Schedule is available at the beginning of March. Students may also search for classes in MySlice.

High school students can take undergraduate courses, earn college credits, and explore potential majors while taking part in campus life through Summer College. Two-week, three-week, and six-week programs are available in nine different areas – some credit and some non-credit. For more information, contact Christopher Cofer, director of Summer College, at 315-443-1988 or clcofer@syr.edu, or visit the web site.

SummerStart

Many at-risk students are not quite ready to make the transition to college life. SummerStart helps accepted pre-freshmen with academic, social, and cultural issues as they transition from high school to the college environment. Students can earn 7 credits toward their college degree during the summer before freshman year. For more information, contact JoAnn May, director of SummerStart, 315-443-5045 or jkmay@syr.edu, or visit the web site.

Student Success Initiative

The Student Success Initiative (SSUI) is committed to the retention of students who are struggling in their academic work. SSUI provides a comprehensive learning community experience that includes personal coaching, quiet study areas, University-wide study clinics, tutorials, and social activities. To qualify for SSUI, students must show some indication that they are academically "at risk" and are committed to making a change in their approach to academic and personal development. For more information, contact JoAnn May, director of SSUI, 315-443-5045, or jkmay@syr.edu, or visit the web site.

English Language Institute

ELI courses are designed for international students and professionals who are interested in short-term or long-term study to improve their proficiency in English. Intensive courses are offered at five levels. Courses also can be tailored for discipline-specific study. Enrollment is limited and admission is by application only.

For more information about ELI, visit the web site.

Arthur O. Eve HEOP

The Arthur O. Eve HEOP, administered by University College, is designed for first-time college students and transfer students from other opportunity programs. It provides academic and financial support for people of all ages who, because of educational and economic circumstances, would otherwise be unable to attend college. This is the only HEOP program for part-time students in New York State.

For more information on the HEOP program, visit the web site.

University College Honors

University College celebrates the accomplishments of those students who achieve extraordinary success in their studies with the following forms of recognition.

Alpha Sigma Lambda - Matriculated part-time candidates for the baccalaureate degree may be invited to join Alpha Sigma Lambda, the national honor society for continuing education students, represented at SU by the Beta Delta chapter. To qualify, part-time sophomores who have earned at least 24 credits and have maintained a 3.4 GPA may be selected as initiates.

Dean's List - Matriculated part-time students enrolled at University College are selected for the dean's list at the end of the fall or spring semester, if they have enrolled in consecutive semesters with a total of 12 or more credits and earned a 3.4 GPA.

National Honor Society in Paralegal / Legal Assistant Studies - Legal studies majors who demonstrate superior academic performance as well as professional accomplishments may merit recognition in the National Honor Society in Paralegal / Legal Assistant Studies represented at SU by the Lambda Epsilon Chi chapter.

WorkKeys

WorkKeys® is a job analysis and skill assessment system developed by ACT, the international leader in educational testing. It was originally created for the workplace, to help employers make better hiring decisions and to develop training to help build a higher performing workforce. WorkKeys focuses on eight foundational skills identified by employers as critical to success in any occupation. The program awards certificates for workplace competency that serve as credentials reflecting a worker's skill levels.

For more information about WorkKeys, visit the web site.

Faculty

Walter Bowler, Adjunct, Legal Studies
J.D., Syracuse university College of Law, 1988

Daniel Cantone, Adjunct, Organizational
Leadership
J.D., Syracuse University College of Law,
1981

Renee Downey, Adjunct, Organizational
Leadership
Ph.D., Syracuse University, 1996

Brian Haynes, Adjunct, Legal Studies
LL.M., New York University School of Law,
1984;
J.D., Western New England College School of
Law, 1983

Virginia Leasure, Adjunct, Legal Studies
J.D., Syracuse University College of Law,
1986

Bartholomew Murphy, Adjunct,
Professional Studies
B.S., University of Missouri/Columbia College,
1981

Paula Pratt, Adjunct, Legal Studies
M.E., SUNY Oswego

James Snyder, Adjunct, Legal Studies
J.D., Albany Law School of Union University,
1983

Marcene Sonneborn, Adjunct, Professional
Studies
M.B.A., Syracuse University, 1989

Charles Sprock Jr., Adjunct, I
J.D., University of Notre Dame Law School,
1989

SUNY-ESF (Partner Institution)

1 Forestry Drive, Syracuse, NY 13210
www.esf.edu/

About The College

State University Of New York College Of Environmental Science And Forestry (ESF)

Cornelius B. Murphy Jr., President
223 Bray Hall, 470-6681

S. Scott Shannon
Dean of Instruction and Graduate Studies
227 Bray Hall, 470-6599

Susan H. Sanford
Director of Undergraduate Admissions
106 Bray Hall, 470-6600

The State University of New York College of Environmental Science and Forestry (ESF) adjoins the Syracuse University campus and is closely associated with the University. The College is a doctoral-granting institution of the State University of New York. ESF enrolls approximately 2,400 students, including 600 at the graduate level.

The College has extensive modern laboratories, classrooms, and equipment and instrumentation. Off-campus facilities include 25,000 acres of forest land at seven locations, used for instruction, demonstration, and research. Two-year programs leading to the associate's degree in forest technology and surveying technology are offered at the Ranger School located at Wanakena, New York.

A variety of master's and doctoral programs are also available at ESF. Syracuse University juniors and seniors are invited to learn more about these programs and about ways to accelerate admission into graduate programs by inquiring at 227 Bray Hall.

ESF students have the same privileges as SU students with regard to health services and the use of dining halls, residence halls, library facilities, testing services, and athletic and recreational facilities. They also share the wide range of social and cultural resources available at the University. Students at ESF and Syracuse University take courses on both campuses to enrich and complement their major programs.

Undergraduate Programs

The College Offers Undergraduate Study In The Following Areas:

Degree Programs And Areas Of Study

The College is authorized to award the following undergraduate degrees. Enrollment in programs that are not registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs. Further descriptions and coursework requirements of the individual academic programs may be found online at www.esf.edu/catalog

Associate in Applied Science (A.A.S.)

Forest Technology (HEGIS Code 5403)
Land Surveying Technology (HEGIS Code 5309)

Bachelor of Landscape Architecture (B.L.A.)

Landscape Architecture (HEGIS Code 0204)

Bachelor of Science (B.S.)

Aquatic and Fisheries Science (HEGIS Code 0115)
Bioprocess Engineering (HEGIS Code 0905)
Biotechnology (HEGIS Code 0499)
Chemistry (HEGIS Code 1905) with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry.
Conservation Biology (HEGIS Code 0420)
Construction Management (HEGIS Code 0599) with an elective concentration in sustainable construction and renewable materials.

Environmental Biology (HEGIS Code 0420)
Environmental Science (HEGIS Code 0420) with options in renewable energy, environmental information and mapping, watershed science, health and the environment, earth and atmospheric systems science, environmental analysis, or environmental engineering science.
Environmental Studies (HEGIS Code 0201) with options in biological science applications; environmental policy, planning and law; or environmental communication, culture and writing.
Forest Ecosystem Science (HEGIS Code 0114)

Forest Engineering (HEGIS Code 0999)
Forest Health (HEGIS Code 0114)
Forest Resources Management (HEGIS Code 0115)
Natural History and Interpretation (HEGIS Code 0499)
Natural Resources Management (HEGIS Code 0115)
Paper Engineering (HEGIS Code 0999) with a minor in management.
Paper Science (HEGIS Code 0999) with a minor in management.
Wildlife Science (HEGIS Code 0107)
Wood Products Engineering (HEGIS Code 0999) with elective concentrations in marketing and production, sustainable construction and renewable

materials, or wood science.

Bachelor of Landscape Architecture/Master of Science
B.L.A./M.S. Fast Track (HEGIS Code 0204)

ESF Academic Minors

Please see list and description of ESF Minors available to SU Students under *Academic Offerings* on facing page.

Graduate Programs

The College Offers Graduate Study In The Following Areas:

The College is authorized to award the following graduate degrees. Enrollment in programs that are not registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs. Further descriptions and coursework requirements of the individual academic programs may be found online at www.esf.edu/catalog

Advanced (Graduate) Certificates

Environmental Decision Making (HEGIS Code 0420) for Syracuse University students only.

Advanced Engineering Tools (HEGIS Code 0999)

Bioprocessing (HEGIS Code 0199)

Master of Forestry (M.F.)

Forest Management and Operations (HEGIS Code 0115)

Master of Landscape Architecture (M.L.A.)

Landscape Architecture (HEGIS Code 0204) with areas of study in community design and planning, cultural landscape studies and conservation, or landscape and urban ecology.

Master of Professional Studies (M.P.S.)

Environmental and Forest Biology (HEGIS Code 0499) with areas of study in applied ecology, chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant biotechnology, or plant science and biotechnology.

Environmental and Forest Chemistry (HEGIS Code 1905) with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in construction management and wood products engineering and areas of study in construction and construction management or wood science and technology.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in forest engineering and areas of study in environmental management or mapping sciences.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in paper and bioprocess engineering and areas of study in process and environmental systems engineering or pulp and paper technology.

Environmental Science (HEGIS Code 0420) with areas of study in environmental and community land planning, environmental communication and participatory processes, environmental policy and democratic processes, environmental systems and risk management, or water and wetland resource studies.

Environmental Studies (HEGIS Code 0201) with options in biological science applications; environmental policy, planning and law; or environmental communication, culture and writing.

Forest Resources Management (HEGIS Code 0115) with areas of study in environmental and natural resources policy, forest ecosystem science and applications, natural resources management, quantitative methods in forest science and management, recreation and resources management, or watershed management and forest hydrology.

Master of Science (M.S.)

Environmental and Forest Biology (HEGIS Code 0499) with areas of study in chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, or plant science and biotechnology.

Environmental and Forest Chemistry (HEGIS Code 1905) with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in construction management and wood products engineering and areas of study in construction and construction management, engineered wood products and structures (timber structure design), tropical timbers, wood science and technology, wood anatomy and ultrastructure, or wood treatments.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in forest engineering and areas of study in ecological engineering, forest engineering, geospatial information science and engineering, or water resources engineering.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in paper and bioprocess engineering and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, renewable energy and bioprocess engineering, process and environmental systems engineering, or pulp and paper technology.

Environmental Science (HEGIS Code 0420) with areas of study in environmental and community land planning, environmental communication and participatory processes, environmental policy and democratic processes, environmental systems and risk management, or water and wetland resource studies.

Environmental Studies (HEGIS Code 0201)

Forest Resources Management (HEGIS Code 0115) with areas of study in environmental and natural resources policy, forest ecosystem science and applications, natural resources management, quantitative methods in forest science and management, recreation and resources management, or watershed management and forest hydrology.

Landscape Architecture (HEGIS Code 0204) with areas of study in community design and planning, cultural landscape studies and conservation, or landscape and urban ecology.

Doctor of Philosophy (Ph.D.)

Environmental and Natural Resources Policy (HEGIS Codes 0420 and 0115)

Environmental and Forest Biology (HEGIS Code 0499) with areas of study in chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, or plant science and biotechnology.

Environmental and Forest Chemistry (HEGIS Code 1905) with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in construction management and wood products engineering and areas of study in construction and construction management, engineered wood products and structures (timber structure design), tropical timbers, wood science and technology, wood anatomy and ultrastructure, or wood treatments.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in forest engineering and areas of study in ecological engineering, forest engineering, geospatial information science and engineering, or water resources engineering.

Environmental and Resource Engineering (HEGIS Code 0999) with an option in paper bioprocess engineering and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, renewable energy and bioprocess engineering process and environmental systems engineering, or pulp and paper technology.

Environmental Science (HEGIS Code 0420) with areas of study in environmental and community land planning, environmental communication and participatory processes, environmental systems and risk management, or water and wetland resource studies.

Forest Resources Management (HEGIS Code 0115) with areas of study in forest ecosystem science and applications, natural resources management, quantitative methods in forest science and management, recreation and resources management, or watershed management and forest hydrology.