# TABLE OF CONTENTS

About This Catalog .................................................................................................................. 4  
General Information .............................................................................................................. 6  
Admission Information .......................................................................................................... 12  
Financial Aid .......................................................................................................................... 17  
Academic Information .......................................................................................................... 22  
Business Administration .................................................................................................... 27  
Communications .................................................................................................................. 30  
Education .............................................................................................................................. 32  
Exercise and Sport Sciences ................................................................................................. 37  
Health Promotion and Physical Education ............................................................................ 41  
Music .................................................................................................................................... 43  
Occupational Therapy ........................................................................................................ 47  
Physical Therapy ................................................................................................................ 51  
Speech-Language Pathology and Audiology ...................................................................... 53  
Course Descriptions .......................................................................................................... 56  
Directory .............................................................................................................................. 104
Important Declarations

This publication provides detailed information about academic programs, financial aid, and academic rules and regulations. Every effort has been made to ensure that the information is accurate and complete as of September 1, 2012. However, errors are possible and changes such as the addition or cancellation of courses may occur while the academic year is under way. The College reserves the right to correct errors in the catalog and to make changes in degree requirements, course offering regulations, and procedures as educational or financial considerations require. For up-to-date information, contact the appropriate department offices.

If requirements are changed, students may elect to comply with the new requirements or to remain under those by which they are governed at the time of the change. The choice must be declared in writing to the appropriate graduate chair.

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

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

Discrimination Policy

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

Photographs

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

Contacting the College

Online Learning, Certificate, and Professional Programs

Ithaca College
G72 Peggy Ryan William Center
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3143
Fax: 607-274-1263
E-mail: rgearhart@ithaca.edu
Website: TBA

Graduate Programs in Adolescence and Childhood Education
Ithaca College
218 Muller Center
Ithaca, NY 14850
Phone: 607-274-3147
Fax: 607-274-1089
E-mail: lhanrahan@ithaca.edu and gradedu@ithaca.edu
Website: http://www.ithaca.edu/hs/index.php

Graduate Programs in Business Administration
Ithaca College
School of Business, Room 316
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3197
Fax: 607-274-1152
E-mail: mba@ithaca.edu
Website: www.ithaca.edu/business/programs/mba

Graduate Program in Communications
Ithaca College
Roy H. Park Hall, Room 377
953 Danby Road
Phone: 607-274-1025
Fax: 607-274-7076
E-mail: youngc@ithaca.edu
Graduate Program in Exercise and Sport Sciences
Ithaca College
Center for Health Sciences
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-1275
Fax: 607-274-7055
E-mail: jives@ithaca.edu
Website: http://www.ithaca.edu/hshp

Graduate Programs in Health and Physical Education
Ithaca College
Hill Center, Room 15
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3411
E-mail: sbajracharya@ithaca.edu
Website: http://www.ithaca.edu/hshp

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

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

Department of Physical Therapy
Ithaca College
G20 Strong Hall
1100 South Goodman Street
Rochester, NY 14620
Phone: 585-292-5060, ext. 13
Fax: 585-292-6431
E-mail: robbi@ithaca.edu
Website: www.ithaca.edu/hshp/depts/pt

Graduate Programs in Speech-Language Pathology
Ithaca College
Smiddy Hall, Room 301
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3248
Fax: 607-274-1137
E-mail: schissel@ithaca.edu
Website: http://www.ithaca.edu/hshp
GENERAL INFORMATION

Graduate programs at Ithaca College provide advanced preparation in the fields of adolescence and childhood education, business, communications, exercise and sport sciences, health and physical education, music, occupational therapy, physical therapy, and speech-language pathology. These programs are based on the recognition that effective leadership in these and related fields requires additional knowledge and specialized skills beyond the baccalaureate level, as well as understanding and competence in general education.

Graduate education at Ithaca College involves the attainment of both an extended and more sophisticated knowledge of a discipline. In the course of graduate study, students enhance their ability to apply new skills and information toward more challenging professional situations. Graduate study in these disciplines fosters the qualities that characterize an educated person and professional worker: logical interpretation of information, independent and constructive thought, highly refined skills, intellectual initiative, and a reasoned approach to all problems and situations.

History

The College’s graduate programs began in 1943 with establishment of a graduate studies department, primarily to prepare teachers for master’s degrees in physical education and music education. That department evolved into the Division of Graduate and Professional Studies, which housed nearly 20 programs at the master’s and doctoral levels. During the summer of 2012, the Division of Graduate and Professional Studies was decentralized and the now the five Schools oversee their own graduate degree programs. The five schools include the Schools of Business, Communications, Health Sciences and Human Performance, Humanities and Sciences, and Music.

An account of the development of the College since its founding in 1892 is on our history site:

See History of Ithaca College

The Campus and the City

Ithaca College is located in Ithaca, New York, a community of almost 50,000 year-round inhabitants in the heart of the Finger Lakes region. For more information about the local area, as well as detailed facts and statistics about the College,

see the following: Our Local Area and Facts in Brief

Degree Programs

The following graduate degree programs are offered at Ithaca College. The numbers in parentheses are the Higher Education General Information Survey (HEGIS) classification codes.

- Doctorate in Physical Therapy (1212)
- Master of Arts in Teaching -- Adolescence Education (0803)
- Master of Business Administration (0506)
- Master of Business Administration in Professional Accountancy (0502)
- Master of Music in Composition (1004.10)
- Master of Music in Conducting (1004)
- Master of Music in Music Education (0832)
- Master of Music in Performance (1004)
- Master of Music in Suzuki Pedagogy (1004)
- Master of Science in Childhood Education (0802)
- Master of Science in Communications (0601)
- Master of Science in Exercise and Sport Sciences (0835)
- Master of Science in Health Education (0837)
- Master of Science in Music Education (0832)
- Master of Science in Occupational Therapy (1208)
- Master of Science in Physical Education (0835)
- Master of Science in Speech-Language Pathology (1220)
- Master of Science in Teaching Students with Speech and Language Disabilities (0815)

Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards. A graduate student should raise any questions about his or her program with the appropriate graduate chair.

Second Major Field

With consultation and approval from the student’s major adviser, a second major field may be listed on a student's transcript when 50 percent of the second program's additional coursework is completed (e.g., 15 additional credits for programs requiring 30 credits for completion).
A second major field does not lead to an additional degree or additional certification.

Summer Sessions

Many graduate courses are offered during the various summer sessions. The degrees offered in adolescence education and childhood education require summer courses within their programs of study. Study in music education, required for permanent teacher certification, can be completed in three or four summers. See the summer sessions website for the summer academic calendar, course listings, registration procedures, fees, academic regulations, and housing, dining, and campus facilities available during the summer.

See Summer Sessions and the Division of Graduate and Professional Studies

Graduate Council

The Graduate Council determines and recommends to the provost and vice president for academic affairs policies and procedures in the general administration and conduct of the graduate program, including approval of the members of the graduate faculty. The council is responsible for reviewing and recommending curricula, determining the eligibility of candidates for degrees, and prescribing the conditions on which degrees are awarded.

The membership of the Graduate Council includes a representative from the Office of the Provost & Academic Affairs, who chairs the council, deans of five schools offering graduate programs, the chair of each graduate program, and one student representative from each graduate program. Student representatives serve terms of one year but may be reappointed. The registrar and the directors of graduate programs, online learning, and certificate programs serve the council as ex officio nonvoting members.

Student Responsibilities

A student’s behavior must not interfere with the activities of the College or with the pursuit by other students of educational objectives. Any behavior on the part of individual students or groups that endangers the health or safety of the College community will not be tolerated. Standards of conduct designed to protect the rights of all members of the College community and preserve the functioning of the College as an educational institution are published in appropriate College documents, such as the "Student Conduct Code."

See the Student Conduct Code

Accommodations/Meal Plans

Ithaca College does not normally provide housing for graduate students. Graduate students interested in requesting on-campus housing should do so by contacting the Office of Residential Life at 607-274-3141. Ithaca College does not offer married, family, or specially designated graduate student housing. Please contact the Office of Residential Life if you have any other questions about housing. Graduate students who request on-campus housing live in undergraduate housing. Summer housing is available for those who request it. In order to make summer housing arrangements, contact the Campus Center and Event Services office at 607-274-3313.

For graduate students interested in off-campus housing, a wide range of apartments and other housing options are available in Ithaca and surrounding communities. Students can find information about off-campus rentals in the Ithaca Journal.

Meal plans may be purchased at any time from the HomerConnect webpage in the Student Financial Aid and Residential Life section. For more information about available meal plans, view the Dining Services website.

Health Center

The Hammond Health Center is open from 8:00 a.m. until 11:00 p.m. Monday through Friday and from 10:00 a.m. until 6:00 p.m. on Saturday and Sunday during the spring and fall semesters. During the summer term, hours are 8:00 a.m. until 4:00 p.m., Monday through Friday. These times may change; please check with the center to verify the current schedule.

See the Hammond Health Center

The staff consists of five physicians, one physician assistant, one family nurse practitioner, registered nurses, and support personnel. The health center has been accredited by the Accreditation Association for Ambulatory Health Care. It has a state-licensed clinical laboratory and X-ray department.

All enrolled and matriculated students are eligible for medical care at Hammond Health Center, regardless of their insurance status. There are no charges for most of the care provided at the Health Center. The Ithaca College student health service urges all patients to comply with treatment and will educate students about the dangers of noncompliance. However, refusal of treatment will in no way affect the care or treatment given to the patient at any future date. A full statement of patients’ rights is posted at the health center.
Health Insurance

All students are required to have health insurance, and we advance bill all students for coverage arranged by the College. Brochures explaining the Ithaca College student insurance plan will be mailed to you. Additional coverage and family plans are available for purchase. Please call the Health Center for details (607-274-3319). Information about the plan, as well as instructions for waiving or enrolling in the plan are also available online - see Student Insurance.

NOTE: Students are automatically enrolled in the student health insurance plan. If you do not desire coverage, you must submit a waiver in order to have the $1,110 charge removed. Students who know they want to enroll in the plan may submit an online enrollment form to expedite the processing of their enrollment. Students who do not submit either a waiver or enrollment form by the deadline will be automatically enrolled in the plan.

The online waiver system will be available from June 15, 2012, until September 16, 2012. After September 16, the insurance fee becomes nonrefundable. You may submit the waiver or enrollment form online by visiting the University Health Plans website any time during this period. When submitting a waiver, you will be required to enter information regarding your current insurance.

$1,110.00 Full Year (August 10-August 9 of the following year)
$466 Fall Semester Only (August 10-December 31)
$710 Spring/Summer Semester Only (January 1 - August 9)
$244 Summer Only (June 1 - August 9)
$2,281 Spouse (full year)
$1,700 Dependents (full year)

Office of Counseling and Wellness

The Office of Counseling and Wellness at Ithaca College provides a broad range of clinical, counseling, and educational services for the psychological well-being and health of individuals and the campus community. Located on the lower level of Hammond Health Center, the Office of Counseling and Wellness is composed of three centers: the Center for Counseling and Psychological Services (CAPS), the Center for Health Promotion (CHP), and the Center for Lesbian, Gay, Bisexual, and Transgender (LGBT) Education, Outreach, and Services.

The Center for Counseling and Psychological Services (CAPS) offers free and confidential mental health services to enrolled students. Services are provided by licensed and license-eligible psychologists and clinical social workers. Suicide awareness and prevention is an important component of CAPS services. New and continuing resident assistants are trained each year in Pathways, an educational program designed to teach participants how to identify and respond to students in distress. Led by a mental health professional, Pathways is an educational program offered to all members of the campus community. Professional consultation services are available to anyone with concerns about the well-being of an Ithaca College student. To schedule an appointment or consultation, call 607-274-3136. CAPS is accredited by the International Associations of Counseling Services (IACS).

The Center for Health Promotion (CHP) is dedicated to enhancing the health of the campus community through educational programming, research, and services for at-risk students. Services include programs such as Student Health 101, peer advocacy, online alcohol education, collaboration and special projects with other departments, staff and faculty development, and research and evaluation. The health promotion resource room is a comfortable space with educational materials on a variety of topics including alcohol and other drugs, fitness and exercise, sexual health, nutrition and body image, mental health, and relationship issues. A SunBox is available for educational use in fall and winter months for students who have questions about seasonal affective disorder. Please call 607-274-7933 for more information about programs and services.

The Center for Lesbian, Gay, Bisexual, and Transgender (LGBT) Education, Outreach, and Services actively fosters the personal growth and academic success of LGBT students and offers College-wide services to enhance the campus community's awareness, understanding, and appreciation of LGBT students, staff, and faculty. Services include an office staffed by a professional program director, a resource room that offers a welcoming and supportive environment for LGBT people and allies; and campus-wide LGBT-themed educational programs and events. Many LGBT people and their allies have found the campus and surrounding community an ideal place to learn, work, and live. The center's efforts have led to Ithaca College's inclusion among the 100 most LGBT-friendly campuses in the United States as recognized in The Advocate College Guide for LGBT Students (2006) and as one of the 10 "Best of the Best" LGBT-friendly athletics programs in the country.

Office of Career Services

Graduate students on the threshold of the job market or additional schooling can gain valuable assistance from the professional counselors and trained student staff in the Office of Career Services. The office helps students identify interests and abilities, explore career opportunities, and develop résumé-writing and interviewing skills. Also offered are career information, testing services, videotaped mock interviews, and a career resource library. Ithaca graduates are also invited to join and use the Ithaca
College Alumni Association Online Community.

The office has developed relationships with over 6000 recruiters from major corporations and nonprofit agencies and helps coordinate interviews and connections with potential employers. For additional information, visit the Career Services website or call 607-274-3365.

Office of Public Safety

The Office of Public Safety (OPS) is located in the Center for Public Safety and General Services and is operational 24 hours per day, seven days per week, year-round. The communications center is staffed by an OPS member at all times and can be reached by calling 607-274-3333 or 4-3333 from an on-campus phone.

OPS is a full-service public safety provider with responsibility for campus safety, campus crime awareness, and campus crime prevention and education. OPS officers are a well-trained team inclusive of uniformed campus police officers and state-certified security officers. In addition to Patrol and Security Services (to include investigations), OPS is composed of Parking and Traffic Services, the Office of Environmental Health and Safety, and the Student Auxiliary Safety Patrol (SASP). OPS officers patrol the campus on foot and by vehicle, responding to calls for service received, whether criminal or noncriminal in nature, both on and immediately near the campus. OPS areas of responsibility include emergency response, fire safety, crime prevention programming, special event staffing, repository for lost and found, providing safety escorts, administering vehicle assistance, and managing vehicular and traffic control on campus. For a comprehensive view of services provided by OPS, visit our Office of Public Safety website.

In compliance with federal requirements mandated by the Jeanne Clery Disclosure of Campus Security Policy and Campus Statistics Act [20 USC 1092(f)], OPS is responsible for preparing, publishing, and distributing an annual security report by October 1 of each year, for the purpose of disclosing and disseminating certain information regarding campus crime statistics, security policies, and campus law enforcement. Information mandated by this act includes statements about campus law enforcement policies, campus security education and prevention programs, alcohol and drug policies, sexual assault education and prevention programs, procedures for reporting sexual assaults, and procedures for handling reports of sexual assault. You may request a hard copy via phone or walk-in to OPS; alternatively, you can view the document online. The crime statistics for Ithaca College (also contained in the annual security report) are submitted to the U.S. Department of Education through a web-based data collection system.

See the Jeanne Clery Disclosure of Campus Security Policy and Campus Statistics Act

Annual Security and Fire Safety Report

Emergency Preparedness & Response: Be Ready! Be Safe!

All campus community members are urged to become familiar with the Emergency Readiness and Response Guide which can be viewed and downloaded from our website along with our recurring message on Gorge Safety.

Accreditations and Affiliations

All-College

Accreditations

• Middle States Association of Colleges and Schools
• New York State Education Department

Affiliations

• American Association for Higher Education
• American Council on Education
• Associated New American Colleges
• Association of American Colleges and Universities
• Association of Continuing Higher Education
• Association of Governing Boards of Universities and Colleges
• Association of International Educators
• Commission on Independent Colleges and Universities
• Council of Graduate Schools
• Council on Undergraduate Research
• Institute of International Education
• National Association of Graduate Admission Professionals
• New York Graduate Admission Professionals
• Northeastern Association of Graduate Admissions Professionals
• Northeastern Association of Graduate Schools
• South Central Research Library Council
School of Business

Accreditations

• AACSB International -- the Association to Advance Collegiate Schools of Business
• New York State Board of Public Accounting

Affiliations

• Academy of Management
• American Marketing Association
• Financial Management Association
• Institute of Management Accountants

Roy H. Park School of Communications

Affiliations

• American Advertising Federation
• International Association of Business Communicators
• Public Relations Student Society of America

School of Health Sciences and Human Performance

Accreditations

• Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association
• Commission on Accreditation in Physical Therapy Education
• Commission on Accreditation of Allied Health Education Programs
• Council on Academic Accreditation of the American Speech-Language-Hearing Association
• National Council on Accreditation
• National Recreation and Park Association/American Association for Leisure and Recreation
• New York State Board of Regents and Commissioner of Education

Affiliations

• American Alliance for Health, Physical Education, Recreation, and Dance
• American College Health Association
• American College of Sports Medicine
• American Occupational Therapy Association
• American Physical Therapy Association
• American Speech-Language Hearing Association
• Association for the Advancement of Applied Sport Psychology
• Association of Schools of Allied Health Professions
• Council on Academic Programs in Communication Sciences and Disorders
• National Recreation and Park Association
• National Athletic Training Association
• North American Society for Sport Management

School of Humanities and Sciences

Accreditation

• American Chemical Society
• National Association of Schools of Theatre
• New York State Board of Regents and Commissioner of Education

Affiliations

• Association of Independent Liberal Arts Colleges for Teacher Education
• Association of Teacher Educators
• International Communication Association
• National Communication Association
• National Council for the Social Studies
• National Council of Teachers of English
• National Council of Teachers of Mathematics
• National Science Teachers Association
• New York Association of Colleges for Teacher Education
• New York State Association of Teacher Educators

School of Music

Accreditation

• National Association of Schools of Music
• New York State Board of Regents and Commissioner of Education

Academic Resources

Library

The College’s library, open more than 112 hours a week, contains some 400,000 holdings in books, musical scores, periodicals, DVDs, films, interactive multimedia, and
The library provides access to more than 35,000 electronic full-text journals, 150 databases, and 71,000 full-text electronic books. In addition to scholarly materials, a collection of current literature, and audiobooks is displayed on the main floor.

Library

The campus wireless network is accessible in the library, and the library has a circulating collection of wireless laptop computers and ipads for in-building use. The library is also an ICAirnet “hot spot,” where students, faculty, and staff can use their personal wireless devices to access the Internet and campus services. All computers in the library provide access to Microsoft Office and a wide variety of software applications, enabling users to conduct research and complete projects at one workstation. Trained student assistants staff a “tech help” desk during the library’s operating hours.

Multimedia can be accessed via listening stations on the third floor. One station includes a multi-region player for viewing international media. Interlibrary loan services are available for essential research materials not owned by the library. Requested articles will be delivered electronically via e-mail. Reserve readings, as well as audio and video course reserve items are also available electronically.

A digital media lab contains a suite of four iMacs with software for creating and editing multimedia projects that include graphic design, audio, and video. The lab also has three collaboration stations, each with a wall-mounted LCD monitor and central docking station for groups to share content from individual laptops. A practice presentation space equipped with a large plasma screen and multi-interface cabling allows groups to develop and refine media presentations.

Through the South Central Research Library Council and the OCLC, the College library has access to the collections of more than 43,500 libraries in the United States and abroad. The library’s website provides access to national and international electronic resources that provide access to scholarly text, image, audio, and video content in support of the College’s programs. The Library has a mobile version of its website for viewing on personal devices.

Librarians welcome the opportunity to serve students -- in person, by phone, IM/chat, texting, and e-mail. Librarians provide assistance with the effective use of various print and electronic reference sources. The library’s website provides links to library services and resources. Liaison librarians for academic programs develop online research guides to help users access information in specific subject areas, special topics, and individual courses. Online tutorials cover research methods and provide database search tips. Librarians can recommend appropriate materials and suggest research strategies for locating relevant resources. Records in the library catalog have links to a map indicating the item's physical location and allow for users to text themselves the call number for the item.

The library welcomes feedback from users -- via the online “TalkBack” services or the suggestion box at the main desk. Students may also utilize the online “user purchase request” form to recommend materials to be added to the library’s collection.

Information Technology Services

Information Technology Services (ITS) develops and sustains services and infrastructure to support the people, mission, and institutional goals of the College. ITS maintains and supports an extensive collection of productivity and business software for the user community. The ITS help desk answers questions and helps troubleshoot problems, provides free software training, and fixes personal computers in the Student Computer Repair Center (SCRC). Networked computers, both Macintosh and PC, are available in 30 facilities across campus. Specialized software, printing, and consulting services are available in the main labs. One lab is open 24 hours a day, and the rest are open from early in the morning until late at night throughout the fall and spring semesters. Labs are staffed by student consultants skilled at helping people use the computers.

Network file storage and e-mail accounts are provided free to all Ithaca College students. Access to e-mail, the web, the online library catalog, student account, and grade information are available via the Internet.

ITS staff provide free workshops and consulting services to Ithaca College students and faculty. The ITS help desk and offices are located in Job Hall and can be reached by telephone at 607-274-1000.

See Information Technology Services
ADMISSION INFORMATION

Admission Categories

Degree Candidate (Matriculated)

Consideration for admission to a graduate degree program as a degree candidate is granted to applicants who have a good undergraduate scholastic record (minimum 3.00 grade point average [GPA] on the 4.00 system); who have received a baccalaureate degree from an accredited college or technical school; and who have met all other application requirements of the degree program. (Note that several other degree programs -- especially those in music -- require additional application materials or procedures. These additional requirements are specified on the Graduate Admission website under “Program-Specific Requirements and Deadlines.”)

Students entering the six-year B.S./D.P.T. program in physical therapy and the five-year B.S./M.S. program in occupational therapy are admitted directly from the prerequisite undergraduate programs at Ithaca College and need not complete the application for admission to the graduate program. External applicants (non-Ithaca College students) are not considered for admission to the B.S./D.P.T. program. Undergraduate students may apply to transfer into either combined degree program. See “Undergraduate Admission” for further information.

Undergraduates in the Department of Health Promotion and Physical Education at Ithaca College are granted admission into the Health Education and Physical Education graduate programs upon receipt of an application, provided they possess a 3.50 GPA at the conclusion of their junior year and approval of the school dean. No letters of recommendation or Graduate Record Exam (GRE) scores are required for these students, but college transcripts are.

Provisional (Non-Matriculated)

Provisional is an enrollment status applicable to students who have not fully met the requirements or standards for matriculation. Students may be admitted provisionally because of a GPA less than 3.00; because of low test scores (as determined by the appropriate graduate program chair and the dean of graduate and professional studies); and/or because of insufficient prerequisite coursework. While provisional admission status does not allow a student to matriculate, it does permit enrollment in coursework toward a master’s degree at Ithaca College. Provisional status will be reviewed by the graduate chair after a student’s first term of a full-time credit load (or its equivalent) and may be converted to matriculated status when prerequisites and/or academic standards have been met.

A maximum of 12 credits earned as a provisional student may be credited toward a graduate degree, except in the M.B.A. program, in which a maximum of 15 credits earned as a provisional student may be credited toward a degree.

Please note that provisional students are limited to undergraduate borrowing levels (up to $5,500 on the Federal Direct Loans -- subsidized; and up to $2,000 on the Federal Direct Loans -- unsubsidized). Also, provisional graduate students are not eligible to borrow from the Federal Direct PLUS Loan.

Seniors Taking Graduate Courses

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

Extramural Students

Students who are not seeking advanced degrees or who are not admitted to degree programs may apply for enrollment in graduate courses as extramural students. This category requires a baccalaureate degree from Office of Extended Studies.

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

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

Apply Online

All prospective graduate students should apply for admission online at http://www.ithaca.edu/gps/gradprograms/

Additional Application Materials Needed

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

• $40 application fee (A nonrefundable $40 application fee must accompany the application for degree candidacy.)
• official transcripts from all postsecondary institutions attended
• two letters of recommendation (for printable version of the forms: http://www.ithaca.edu/gps/gradprograms/admission/index.php)
• any additional materials required by department or school

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

Admission Application Deadlines

Deadlines for application, transcripts, letters of recommendation, and, where appropriate, GRE or GMAT scores must be met. For assistantship application deadlines, refer to the Graduate Admission website.

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

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

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

Communications: Application files will be considered on an ongoing basis, with preference given to those applications received by April 1 for fall semester admission and December 1 for spring semester admission. To be considered for an assistantship, completed files must be received by February 15.

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

Health promotion and physical education: Application files will be considered on an ongoing basis, with preference given to those completed by April 1 for fall admission and December 1 for spring admission.

Music: Fall application files for all programs except the master of music in composition and conducting must be complete by March 1. Composition and conducting applications must be complete by January 15. Music education files for applicants for summers-only study must be complete by April 1.

Occupational therapy (professional entry-level master's degree): Completed files must be received by March 1 to be considered for May admission. (The program only has a May start date.)

Speech-language pathology: Completed files must be received by February 1.

Transcripts

All applicants, including Ithaca College graduates, must arrange to have official transcripts of all completed work beyond secondary school sent directly to the Office of Admission.

Recommendations

Applicants for admission to a degree program must submit two academic recommendations directly to the Office of Admission. Recommendations should be written by persons able to comment on the student’s academic capabilities (for example, former teachers and deans). Letters of recommendation may also be submitted in an official placement package sent directly to the Office of Admission by a college or university placement office.

To apply for an assistantship, applicants must submit additional recommendations from different people evaluating prior work performance. The graduate assistantship application and recommendation forms are part of the application for admission to the graduate program.
Health Report

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

See Hammond Health Center

Special Requirements

GMAT Scores

Applicants to the M.B.A. programs must submit official Graduate Management Admission Test (GMAT) scores to the Office of Admission. Other standard test scores will not be accepted as substitutes.

GRE Scores

Applicants to programs in exercise and sport sciences, the professional entry-level master’s degree in occupational therapy, speech-language pathology,* teaching students with speech and language disabilities, and sport management must submit Graduate Record Examination (GRE) scores to the Office of Admission.

*Note: GRE scores are NOT required for applicants entering graduate programs in the Department of Speech-Language Pathology and Audiology program who were Ithaca College undergraduate students in the field and who possessed a 3.50 GPA at the conclusion of their junior year.

Adolescence Education Application Requirements

The online application process for the M.A.T. program in adolescence education includes an essay section and a transcript evaluation. Finalists for admission are also required to participate in an on-campus or phone interview with M.A.T. faculty.

Childhood Education Application Requirements

The online application process for the M.S. program in childhood education includes an essay section and a transcript evaluation. Finalists for admission are also required to participate in an on-campus or phone interview with childhood education faculty.

Communications Application Requirements

Applicants to the graduate program in communications should include with their application a short essay stating their purpose for pursuing graduate study at Ithaca College and describing any relevant educational or professional experience.

Music Application Requirements

Applicants for all School of Music degree programs except composition and conducting must perform an audition on their major instrument or voice. While on-campus auditions are highly recommended, applicants may submit a DVD with the permission of the director of music admissions (tkline@ithaca.edu). Audition requirements for each instrument can be found online. Questions regarding repertory should be directed to the faculty member in the appropriate instrument area.

Graduate Audition Requirements

Applicants for the M.M. program in conducting are required to submit an initial screening DVD of a performing group they have conducted recently, approximately 15-20 minutes in length. It is preferred that the DVD be a rehearsal and that the conducting applicant be facing the camera. The purpose of this recording is to aid in the evaluation of the candidate’s conducting competency. Finalists will be invited for an in-person special audition, which will include an interview and live conducting in the major area. The deadline for DVD submissions is February 1.

Applicants for the M.M. program in composition must submit at least three representative original scores and recordings (if available). Scores should exhibit a variety of instrumentation and/or vocal forces. After an initial screening, selected candidates will be invited for an interview with the composition faculty (usually scheduled on School of Music audition days). The deadline for scores submissions is February 1.

Applicants for the M.M. or M.S. program in music education must have completed the requirements for New York State initial or provisional certification, including successful practice teaching in music, or the equivalent requirements for another state. Typically, students entering this degree program have professional music teaching experience. All candidates must submit a 500-750 word scholarly essay on a contemporary issue in music education that demonstrates the applicant’s ability to craft the English language, using and citing scholarly sources.

Special Information for International Applicants

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

See Office of International Programs

Test of English as a Foreign Language

The Test of English as a Foreign Language (TOEFL) website provides extensive information about the test, including tutorials, practice questions, and access to required publications. Most publications can be downloaded or ordered online.

See TOEFL

Applicants whose native language is not English are required to take the Test of English as a Foreign Language by arrangement with the Educational Testing Service, unless there is other evidence of English language competence (for example, successful completion of intensive English training or graduation from a college or university where English is the primary language of instruction). We also accept the International English Language Testing System (IELTS) exam. The minimum acceptable score for this exam is 6.0.

Test scores must be reported directly by the testing organization to the Office of Admission at Ithaca College. A satisfactory command of English is essential for graduate study. TOEFL scores of 550 or higher on the paper version, 213 on the computer version, or 80 or higher on the iBT on the three components of the examination are considered satisfactory. The three components are listening comprehension, structure and written expression, and vocabulary and reading comprehension.

For those who cannot readily access the Internet to obtain information online, the TOEFL information bulletin and registration form can be obtained in a number of cities outside the United States. They often are available at American embassies and consulates, offices of the United States Information Service (USIS), United States educational commissions and foundations, and binational centers. They also may be obtained by writing to Test of English as a Foreign Language, P.O. Box 899, Princeton, NJ 08540, USA.

Documents and Credentials

Before an international student can enroll at Ithaca College, the College’s international student adviser must approve the student’s visa eligibility and financial status. A financial statement and supporting documentation must be received by the Office of Admission at least eight weeks before the student expects to arrive in the United States. These documents must show that all educational expenses, including tuition, room, board, books, and international travel, can be fully met by the student, his/her family or a sponsor, and other sources of financial assistance for the duration of the student’s stay in the United States.

After admission and status approval, the student will be sent an I-20 or DS-2019 form. Upon arrival on campus, he or she should report directly to the Office of International Programs. All new international students are required to attend the international student orientation.

All credentials issued in foreign languages, including transcripts and recommendations, must be accompanied by an official English language translation.

Application Deadlines

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

Expenses

Tuition and Fees

Please refer to the appropriate departmental section of the catalog for information regarding tuition expenses by program.

Application fee for degree candidates, new students only: $40

Other Charges

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

Books and supplies: Cost varies with each program.

Parking: Graduate students may obtain a free student parking permit by applying to the following:

See Parking and Traffic Services

Payment Plans

Tuition payment is due at registration. It may consist of the following:

• graduate scholarship (consult your award package)
• Ithaca College or employer tuition remission (please obtain necessary forms and approval letters in advance)
• Federal Direct student loans or TAP (applications must be approved through the Office of Student Financial Services)
• promissory note (forms are available from the Office of Student Financial Services; the note enables you to pay one-quarter of the balance at registration and the remainder in equal payments over the following three months)
• MasterCard, American Express, Discover, or automated check (ACH) payment (make payment online using HomerConnect)

See HomerConnect

General Regulations

Students will not be allowed to register or attend classes until satisfactory payment has been made. Payment of previous semester charges must be completed before commencing a new semester.

Accounts must be settled before students leave the College. Transcripts will be withheld from students whose accounts are in arrears for any reason, including nonpayment of tuition and fees, fines, medical charges, and loan repayments.
Assistantships and Scholarships

Graduate Assistantships

Ithaca College offers a limited number of graduate assistantships to students in programs leading to a master’s degree in adolescence education, childhood education, communications, exercise and sport sciences, health education, physical education, occupational therapy, music, speech-language pathology, and teaching students with speech and language disabilities. Accepted full-time matriculated students in one of these academic areas who have a minimum 3.00 undergraduate GPA are eligible to apply.

Application

Typically, graduate assistantships are awarded for both the fall and spring semesters of each academic year. However, if funds are available, graduate assistantships may also be awarded during the spring semester and summer sessions. Two letters of recommendation addressing work-related and/or personal qualities must accompany each application for a graduate assistantship.

Deadlines for Completing Assistantship Applications

Please consult the Office of Admission for all queries regarding application, assistantship deadlines, and recommendations.

Adolescence and childhood education -- Adolescence and childhood education -- Preference will be given to applications completed by February 15.

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

Communications -- Applications must be completed by February 15.

Exercise and sport sciences -- Applications are accepted throughout the year, but priority is given to those received by March 1 for the fall semester.

Health promotion and physical education -- Applications are accepted on an ongoing basis, with preference given to completed files received by March 1.

Music (composition and conducting) -- Applications must be completed by January 15.

Music (for fall and spring admission) -- Applications must be completed by March 1.

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

Occupational Therapy (entry level) -- Applications must be completed by February 15.

Speech-language pathology and Teaching Students with Speech and Language Disabilities -- Applications must be completed by February 1.

Tuition Scholarship, Graduate Appointment Salary

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

Assistantship Responsibilities

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

Credit and Load Requirements

Credit Limitations

Students must register for a minimum of 9 credits each semester during the academic year to maintain an assistantship (6 credits in the summer). Students with full assistantships may take a maximum of 12 credits per semester. Exceptions should be requested in writing and require approval of the dean of graduate and professional studies. Students with TAP awards must take 12 credits per semester, or 9 credits plus a graduate assistantship.

Full-Time Study

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

Academic Standing and Eligibility

For the purposes of determining a student’s eligibility for certain state and federal financial assistance, good academic standing is defined in terms of program pursuit and satisfactory academic progress.
Program pursuit -- To remain in the program, a student may not withdraw from, or must receive a grade in, a certain percentage of the minimum full-time course load for each semester of study: 50 percent in the first year, 75 percent in the second year, and 100 percent every year thereafter. Grades of W (withdrawal) cannot be counted toward meeting these requirements.

Satisfactory academic progress -- To be in good academic standing from the standpoint of making satisfactory academic progress, a student must have earned a minimum number of credits and cumulative grade point average (GPA) by the beginning of each consecutive term of study, as shown in the table below.

Students receiving TAP funds must complete the number of credits and attain the minimum GPA noted below to remain eligible.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>9</td>
<td>2.75</td>
</tr>
<tr>
<td>Semester 3</td>
<td>18</td>
<td>2.87</td>
</tr>
<tr>
<td>Semester 4</td>
<td>24</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Aid Programs

Ithaca College Scholarships and Grants

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

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

http://www.fafsa.gov

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

Federal Programs

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

Federal Direct Loans -- Unsubsidized

Application Procedures

Ithaca College processes applications electronically. First-time borrowers are required to accept an offer of a Direct Loan via HomerConnect. In addition, new borrowers are required to complete a Master Promissory Note (MPN), which is valid for 10 years. Repeat borrowers who have used the Master Promissory Note need not complete another promissory note.

Selection of Recipients and Allocation of Awards

The federal Direct unsubsidized loan program (FSSLP) is an entitlement program in which all eligible applicants can obtain a loan. To be eligible for this loan, a student must (1) be a U.S. citizen or permanent resident alien; (2) be enrolled at least half-time or accepted for enrollment in a degree, certificate, or other program leading to a recognized credential; or (3) be enrolled in a course of study necessary for enrollment in a degree or certificate program, approved college, university, or other postsecondary institution in the U.S. or a foreign country; (4) not be in default or refund status for any federal Title IV program at any institution; (5) be determined to be eligible or ineligible for a Pell grant; (6) if applicable, be registered with the Selective Service; (7) have a Social Security number; and (8) meet any other requirements as outlined by federal law or regulation.

Up to 1 percent of the loan amount borrowed for federal "loan origination and insurance fees" will be deducted from the amount borrowed prior to disbursement.

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

Loan Schedule

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

Responsibilities of Borrowers

The student must continue to maintain satisfactory academic progress. The interest rate is a fixed rate of 6.8 percent for loans disbursed on or after July 1, 2011. Repayment begins six months after the student ceases to be enrolled at least half-time.

Various deferments allowing postponement of repayment are available depending on when the student received the first loan. For first-time borrowers on or after July 1, 1993, periods of deferment are limited to those who are (1) in school at least half-time; (2) on graduate fellowships or rehabilitation training; (3) unemployed; or (4) in economic hardship. Students should contact the lender for specific information.
If a student applies for more than one loan, subsequent applications must be made to the lending institution where the original loan was made.

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

1. Income-sensitive, graduated-payment, and income-contingent plans are available to assist borrowers in meeting repayment obligations. Under unusual and extenuating circumstances, the lender, on request, may permit other payment arrangements.

2. The standard repayment period is 10 years.

3. Repayment in whole or part may be made any time without penalty.

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

Note: A student who has been accepted as a "provisional" graduate student is limited to undergraduate borrowing levels (up to $5,500) per year. Once fully matriculated, a student may receive graduate level borrowing.

**Federal Direct PLUS Loan for Graduate Students**

**Application Procedures**

Ithaca College processes applications electronically. First-time borrowers submit a loan request form (LRF) to the Office of Student Financial Services. The College transmits pertinent information to the federal servicer. The student is also required to complete a Master Promissory Note. Repeat borrowers who have used the Master Promissory Note need not complete another promissory note.

**Selection of Recipients and Allocation of Awards**

A borrower must be a graduate student. Student eligibility criteria are comparable to those for federal direct student loans, and the student must complete a Free Application for Federal Student Aid (FAFSA). An origination fee of 4 percent will be deducted from the loan amount.

**Federal Work-Study Program (FWS)**

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

**Selection of Recipients and Allocation of Awards**

The applicant must

- be a U.S. citizen or eligible noncitizen;
- be enrolled in an undergraduate, graduate, or first-professional program as a matriculated student at an institution participating in the federal campus-based programs;
- not be in default or refund status for any federal Title IV aid at any institution;
- if applicable, be registered with the Selective Service; and
- demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA).

**Award Schedule**

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

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

**Veterans Administration Benefits**

**Educational Assistance (GI Bill)**

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

Current benefit rates may be obtained by writing to the New York State Division of Veterans Affairs, Veterans Counseling Center, 304 Babcock Hall, Ithaca, NY 14850, or by calling 607-272-1084. Veterans enrolled half-time or more may be entitled to a VA educational loan, repayable after the veteran ceases to be a student. The granting of educational loans is based on financial need related directly to the cost of education.

**Vocational Rehabilitation**

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

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

**Refund Procedure**

Students attending Ithaca College who are receiving federal Title IV financial aid (e.g., Federal Direct or Perkins loans) are required to return the portion of unearned aid if they withdraw, do not register, or otherwise fail to complete the period of enrollment for which the Title IV aid was provided. The return of funds does not apply to any student whose date of withdrawal is beyond the 60 percent enrollment period for which the student has been charged. The last date of attendance is determined by the date the student began the College’s withdrawal process, the student’s last date of recorded attendance, or the midpoint of the semester for a student who leaves without notifying the College.

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

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>100%</td>
</tr>
<tr>
<td>2nd week</td>
<td>85%</td>
</tr>
<tr>
<td>3rd week</td>
<td>70%</td>
</tr>
<tr>
<td>4th week</td>
<td>60%</td>
</tr>
<tr>
<td>5th week</td>
<td>50%</td>
</tr>
<tr>
<td>6th week</td>
<td>40%</td>
</tr>
<tr>
<td>7th week</td>
<td>30%</td>
</tr>
<tr>
<td>8th week</td>
<td>15%</td>
</tr>
<tr>
<td>9th week</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

More detailed information, including examples of refund and repayment calculations, is available on the graduate and professional studies and student financial services websites.

**Special Considerations**

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

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

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

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

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

- A student who withdraws after the start of the program will be subject to the Ithaca College refund policies outlined above.
- A student who withdraws from the program prior to the actual start date of the program will be refunded based upon the policies assessed by the affiliate organization.
• The student will be responsible for paying any remaining fees, charges, or withdrawal penalties assessed by the affiliate organization.

• No financial aid is available to cover these charges.

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

See Financial Aid
See FASTweb

The following websites may also provide useful financial aid information:

• U.S. Department of Education -- www.ed.gov

• New York State Higher Education Services Corporation -- www.hesc.com

• The National Association of Student Financial Aid Administrators (NASFAA) offers a comprehensive selection of other links.

Both New York State and the federal government offer educational grants to Native Americans. For information on the federal program, contact United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Room 523, 100 South Clinton Street, Syracuse, NY 13260, 315-423-5476.
The College reserves the right to refuse registration to or to dismiss after registration any student whose presence would, in the judgment of the College, be detrimental to the College’s interests. The College also reserves the right to change, upon appropriate notice, any of the following regulations.

**Academic Policies**

**Student's Right to Petition**

Each currently enrolled graduate student has the right to petition to
- waive any of the all-College academic regulations;
- review any academic problem that has not been resolved first by the instructor or subsequently by the chair, and then by the dean of the school.

To petition for either purpose, the student submits a written petition to the School dean, with copies to the graduate chair, and the faculty member involved. The School dean sends the petition to the provost, along with his or her recommendation. Each petition is considered by the provost on an individual basis and is decided based on the facts that pertain to the particular student’s situation. Where appropriate and feasible, the provost will consult with the individuals involved before making a final decision. While a decision on appeal is pending, the student may continue to take courses in the program, except for clinical or fieldwork courses.

**Time Limitations**

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

Matriculation is an enrollment status applicable to the student who (1) has met all admission requirements and standards established by a particular school/department, (2) has been accepted into a degree program by the same school, and (3) has registered for graduate courses at Ithaca College. Note that matriculation begins with the first registration following acceptance as a degree candidate.

Students are required to fulfill the requirements of the catalog in effect at the time of their matriculation; however, under special circumstances (e.g., initiation of new programs), they may elect to fulfill the revised requirements.

### Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

A student may repeat a graduate course once. Grades received in repeated courses will be averaged for purposes of computing the GPA. Both grades will be placed on the transcript.

Physical therapy students: See the physical therapy section for program-specific requirements:

See Physical Therapy (p. 51)

**Good Academic Standing**

Graduate students are required to maintain a minimum GPA of 3.00 at the end of each semester in order to remain in good academic standing. Failure to do so will result in either academic dismissal after two consecutive semesters below a 3.00 GPA or placement on academic warning after a single semester of a GPA below 3.00. See "Academic Warning" (p. 23) for more information.

**Grade Point Average (GPA) for Graduation**

Graduate students must achieve a minimum GPA of 3.00 in order to graduate. A student may appeal this by following the guidelines under "Student’s Right to Petition" (p. 22).

**Incomplete Grades**

A student who receives a grade of "I" (incomplete) and does not complete the requirements of the course before completing or terminating the program will have the grade for the course recorded permanently as 'incomplete.' In some programs (e.g., physical therapy and occupational therapy) students may not advance until the "I" is made up.
Semester Workload

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

Academic Warning

Upon completion of a semester or academic session of work at less than 3.00 GPA, the student will be issued an academic warning by the School Dean. Warning will be removed upon completion of a full semester’s coursework at 3.00 GPA or better, or upon completion of the degree program with a minimum 3.00 GPA. (See the physical therapy and business sections for program-specific requirements.)

See Physical Therapy (p. 51)
See Business Administration (p. 27)

Academic Dismissal

Two consecutive semesters or academic sessions on academic warning will be grounds for dismissal from the degree program. For the purposes of this policy, "two consecutive semesters" equals two full semesters or sessions with 9 credits or more in each semester if the student is full-time, or 12 credits accumulated across three or more semesters if the student is part-time. (See the physical therapy and education sections for program-specific requirements.)

See Physical Therapy (p. 51)

Any student receiving more than 6 credits of C (C+, C, C-) or below or more than 3 credits of F will be terminated immediately from the degree program and may never reenter the same program. Professional Entry-level master’s students in Occupational Therapy, please see your academic dismissal policy.

Comprehensive Examination

With some exceptions by program, all advanced degrees require a comprehensive examination. Refer to specific graduate programs to determine whether a comprehensive exam is required.

To be eligible for the final comprehensives, the student must complete all required courses and attain a 3.00 GPA. The final comprehensive examination will be related to the student’s field of specialization and may take various forms, depending on individual interests and program requirements.

Thesis and Project Requirements

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

Education students should refer to their respective programs for more information.

See Adolescence Education
See Childhood Education

Use of Human Subjects in Research

All research projects at Ithaca College that use humans as subjects must be reviewed and approved by the All-College Review Board on Human Subjects Research. The use of human subjects refers to data collection via survey, supervised activity, and interview, as well as other methods. The Ithaca College guidelines for human subject research are included in the "Faculty Resource Guide" and also may be obtained from the faculty adviser or the provost’s office.

Teacher Certification Requirements

Candidates enrolled in a degree program leading to teacher certification must acquire the competencies stipulated for that certification in addition to the requirements necessary to earn the master’s degree.

Students in the M.A.T. program in adolescence education and the M.S. program in childhood education are expected to earn a grade of B or better in all certification coursework.

Program Changes

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

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

The College reserves the right to make changes in degree requirements, course offering regulations, and procedures contained in this catalog as educational and financial considerations require.
Family Educational Rights and Privacy Act of 1974 (FERPA)

Ithaca College complies with the Family Educational Rights and Privacy Act of 1974. This act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. For details see Ithaca College Policy Manual

Application Process for Graduation

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

- File an application to graduate. The application must be filed online with the registrar by the specific filing deadline for May, June, August, October, or December graduation, as shown in the academic calendar.
- Confirm with the registrar’s office that any credits transferred from another institution are recorded on the transcript.
- If there have been any changes in program requirements, confirm that approval has been obtained in writing from the program chair and School dean and verified by the degree coordinator in the registrar’s office. This includes waivers, courses accepted in lieu of required courses, and verification that all program degree requirements have been met.
- Satisfactorily complete comprehensive examinations, if applicable.
- If completing a thesis or research project: After approval by the major adviser, the thesis or project should be submitted to the respective graduate chair one month before the anticipated graduation date. The School dean will review and approve all theses. Three copies of the final bound thesis must be submitted to the graduate chair before the grade will be registered. It is the responsibility of the degree candidate to schedule an examination in defense of the thesis when submitting it to the graduate chair.
- Verify with the graduate chair that all degree requirements have been met.
- If desired, schedule an exit interview with the dean of your School at least one month before completion of the last semester.

Registration and Course Information

Withdrawal from the College

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

Students with guaranteed student loans and Perkins loans must commence repayment within six months, unless they are continuing at another institution or are readmitted.

If a student withdraws and later is suspended, dismissed, or placed on warning for unsatisfactory academic performance, the academic sanctions stand as a matter of record. Warning becomes operative in the event that the student is readmitted to the College.

Withdrawal from a Course

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

Full-Time Study

A full-time student is defined as one who takes 9 credits per regular semester or 6 credits in the summer. Full-time students may not take more than 12 credits per semester, except M.B.A. students, who may enroll in 15 credits per semester. Exceptions should be requested in writing and require approval of the dean of graduate and professional studies.

Tuition Refund Schedule

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

See Academic Calendars

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

See Refund Procedure (p. 20)

Course Numbering System

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

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

Course Offerings

Course listings for each semester are published online. The registration schedule is announced by the registrar’s office.

Workshops

Workshops are offered for graduate or undergraduate credit. Course numbers are determined by the level of work expected. With the approval of the adviser, a graduate student may count up to five graduate workshop credits toward a master's degree.

Unit of Credit

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

Transfer Credit

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

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

Ithaca College–Cornell University Exchange

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

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

Incomplete Grades

A student who receives a grade of I (incomplete) and does not complete the requirements of the course before completing or terminating the program will have the grade for the course recorded permanently as incomplete. In some programs (e.g., physical therapy, occupational therapy, adolescence education, and childhood education), students may not advance until the I is made up.

Pass/Fail Option

Graduate programs are permitted to use pass/fail grades for graduate-level workshops (700-level) and selected courses.

Policy on Grade Disputes

Grade disputes should be resolved directly between the individual faculty member and the student. If that is not possible, the graduate chair and/or the School dean will mediate the dispute. Failing resolution of the matter at that level, the student may petition the provost. (See "Student's Right to Petition (p. 22)"). The final authority to change a grade rests with the individual faculty member. Exceptions made by the provost will occur only for the most compelling reasons.

Audit Policy

An audited graduate course will appear on a student's transcript provided the student
• obtains the permission of the instructor;
• pays the audit fee (check with the graduate chair or School Dean for the current rate), plus any additional course fees; and

• follows the instructor's requirements for auditors, including attendance policy.

The student or faculty member must submit an audit form to the registrar by the add/drop deadline in the semester in which the course is to be audited. The above audit policy does not apply to summer-term offerings. A graduate course audited for personal interest or for review of certain segments of the course material (no record on transcript) requires only the instructor's permission to attend the class.

All audits depend on class capacity. No tuition-paying student will be denied a place in a class as a result of a place being provided to an auditor. Audits are not counted as credit toward graduation or calculated in the GPA. Students may not change their registration enrollment from audit to a letter grade.
Graduate Study in Business

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

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

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

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

Application Deadlines

March 1 – Deadline for summer or fall admission
November 1 – Deadline for spring admission

Required Application Materials

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

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

*GMAT scores are NOT required for applicants who will be graduating with a bachelor’s degree in business or accounting from an AACSB-accredited business school and who possess a cumulative GPA of 3.3 or higher at the start of their final semester. All other applicants must submit official GMAT scores by the application deadline. Information about the GMAT can be obtained at www.mba.com.

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

Preparatory Undergraduate Business Coursework

Applicants with a bachelor’s degree in a non-business field must complete additional undergraduate business coursework equivalent to Ithaca College’s pre-M.B.A. minor (courses required for the pre-M.B.A. minor are listed in the Ithaca College Undergraduate Catalog). Preparatory courses may be completed at other accredited institutions; however, all upper-level business courses (300- and 400-level) must be from a four-year, business school.

To assist applicants in meeting the preparatory business course requirements, the School of Business also offers pre-M.B.A. modules, intensive graduate-level summer courses designed to provide the business terminology and key business concepts necessary for graduate business study. For more information on the pre-M.B.A. modules, go to www.ithaca.edu/gps/gradprograms/programsites/mba. Pre-M.B.A. module credits cannot be applied toward the M.B.A. degree requirements.

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

Provisional Admission

Applicants who do not meet all of the requirements for full matriculation may be admitted provisionally on a case-by-case basis. Depending on the circumstances and at the discretion of the M.B.A. Admissions Committee, some provisionally admitted students may be unable to complete the program in one year.

Extramural Study

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

M.B.A. Financial Aid

M.B.A. Merit Scholarships

All complete applications for admission to the M.B.A. program are automatically given full consideration for M.B.A. merit scholarships. Merit scholarships are awarded after a thorough review of the information provided in the candidate’s admissions application; no separate scholarship application is required. In most cases, M.B.A. merit scholarship recipients will be notified of their awards by April 15.

M.B.A. Endowed Scholarships

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

**Business Administration (M.B.A.)**

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

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

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

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

- a bachelor’s degree in business or accounting; or
- a bachelor’s degree in a non-business field and successful completion of Ithaca College’s pre-M.B.A. minor or applicable pre-M.B.A. modules, or equivalent business coursework, as determined by the M.B.A. program director. Information on the pre-M.B.A. program is available at www.ithaca.edu/business/mba.

### Degree Requirements

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGRD 60600</td>
<td>Accounting for Executive Decisions</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 61000</td>
<td>Managing in a Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 61500</td>
<td>Decision Support Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 62000</td>
<td>Strategic Planning &amp; Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 63200</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 64000</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 65000</td>
<td>Organizational Structure and Processes</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 66000</td>
<td>Sustainable Practices in Operations and Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Four graduate electives

---

**Academic Advising**

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

**Pass/Fail Options**

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

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

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

Six core courses provide a solid foundation in advanced management concepts by blending theory with hands-on practice in analyses, problem solving, and decision making. Candidates also complete six graduate accounting courses, which provide advanced training in the theory and application of financial accounting and reporting, taxation, auditing, business law, and contemporary accounting practices.

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

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

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

- a bachelor’s degree in accounting; or
- a bachelor’s degree in business with at least 60 credits in liberal arts coursework plus Intermediate Accounting (I and II), Cost Accounting, Tax Accounting, Auditing, and Commercial Law; or
- a bachelor’s degree in a non-business field with at least 60 credits in liberal arts coursework plus Intermediate Accounting (I and II), Cost Accounting, Tax Accounting, Auditing, Commercial Law, and successful completion of the appropriate pre-M.B.A. modules. (Information on the pre-M.B.A. program is
Degree Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGRD 50400</td>
<td>Advanced Financial Reporting</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 60300</td>
<td>Taxation for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 60200</td>
<td>Advanced Auditing &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 60800</td>
<td>Contemporary Issues in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 61000</td>
<td>Managing in a Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 61500</td>
<td>Decision Support Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 63200</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 64000</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 65000</td>
<td>Organizational Structure and Processes</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 66000</td>
<td>Sustainable Practices in Operations and Technology</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 69700</td>
<td>Selected Topics in Graduate Business</td>
<td>3</td>
</tr>
<tr>
<td>BGRD 69800</td>
<td>One graduate elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Major Adviser: Cory Young, Chair of Graduate Program, youngc@ithaca.edu

The master of science degree program in the Roy H. Park School of Communications prepares graduates to pursue professional careers as corporate communication specialists and managers. Alumni of the program include communication managers in business, education, and human services; marketing media and public relations specialists; trainers; independent consultants and media producers; and communication analysts. Students from all disciplines and professions are encouraged to apply to the communications program.

In addition to the courses described in the catalog, contemporary topics courses offer opportunities to study such areas as social marketing, political campaign communication, and public relations. The Roy H. Park School of Communications brings many noted alumni, scholars, and practitioners to campus to meet and address our students and faculty.

The Roy H. Park School of Communications is housed in an attractive facility that includes an interactive media and website development lab, computer-based research and online collaboration facilities, and a graduate student lounge equipped with both Mac and PC computers. These facilities, plus a faculty actively engaged in current research and practice, enable students to pursue interests in the following areas:

- employee and stakeholder communication
- crisis communication
- promotional campaigns
- digital media, Internet, and intranet site development
- e-learning and electronic performance support systems
- communication consulting and management
- organizational culture and diversity
- design of learning systems

Application Requirements

Applicants to the graduate program in communications should include with their application a short letter stating their purpose for pursuing graduate study at Ithaca College and describing any relevant educational or professional experience.

Admission Requirements

To be eligible for admission to the master’s degree program, the candidate must have earned a baccalaureate degree from an accredited institution. Overall grade point average at the undergraduate level and academic and/or professional recommendations are among the criteria considered for admission to the program. The Graduate Record Examination (GRE) is not required for admission consideration. A personal interview is recommended. The program welcomes applicants from disciplines other than communications.

Graduate Assistantships

A limited number of graduate assistantships are awarded each semester based on the applicants’ scholastic records and their ability to assist faculty members in teaching and research. Financial assistance consists of two parts -- a scholarship and a taxable work-related salary. The appointment normally requires 8-12 hours of work per week. Graduate assistants are normally assigned to work with faculty in the Department of Strategic Communication. They assist with classes, tutor students, conduct research, supervise computer labs, and work in related professional areas such as special events, web development, and publicity. Duties and responsibilities of each graduate assistant are arranged by the graduate chair.

Graduate Research Fellowships

A research fellowship may be awarded to one matriculated graduate student who is already enrolled in the program, based on demonstrated excellence in coursework and/or potential for scholarship. The research fellowship consists of a tax-free scholarship equivalent to a graduate assistantship (without the weekly work requirement).

Academic Advising

The chair of the graduate program in communications serves as the academic adviser for all students enrolled in the program. Students writing a thesis select, with the approval of the chair, a thesis adviser and two readers from among the graduate faculty in the Park School.

Communications M.S.

A minimum of 36 credits is required to complete the master’s degree program, including 24 credits of required coursework, as listed below. The remaining 12 credits may be selected, with the adviser’s approval, from the elective courses provided in the program. Courses can also be taken within other graduate programs across campus (e.g. Business) or through the IC-CU exchange program (p. 25). Candidates who wish to pursue a thesis may do so upon approval by the graduate committee. Up to 6 credits of related graduate work from an accredited institution may be transferred with approval of the candidate’s adviser, if the course grade is B or better and if the work was completed no more than three years before the request for transfer of credit.
Normally, full-time students can complete the 36-credit program in three semesters or in two semesters and two summer sessions. Applicants interested in part-time study are also invited. All coursework must be completed within six years of matriculation into the program.

## Degree Requirements

### Required Courses -- 24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 50100</td>
<td>Designing Communication Strategies</td>
<td>3</td>
</tr>
<tr>
<td>COMM 50300</td>
<td>Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 50500</td>
<td>Visual Design and Organizational Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 53000</td>
<td>Communication Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>COMM 53500</td>
<td>Workplace Learning and Performance</td>
<td>3</td>
</tr>
<tr>
<td>COMM 64100</td>
<td>Managing Corporate Communication and Training</td>
<td>3</td>
</tr>
<tr>
<td>COMM 64300</td>
<td>Research Methods in Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 68000</td>
<td>Seminar: Theory in Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Courses -- 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 51000</td>
<td>Contemporary Topics</td>
<td>1 to 3</td>
</tr>
<tr>
<td>COMM 51100</td>
<td>Contemporary Topics</td>
<td>1 to 3</td>
</tr>
<tr>
<td>COMM 60500</td>
<td>Organizational Media Production</td>
<td>3</td>
</tr>
<tr>
<td>COMM 61000</td>
<td>Organizational Culture and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>COMM 62000</td>
<td>Communication Technology and Policy</td>
<td>3</td>
</tr>
<tr>
<td>COMM 63000</td>
<td>Corporate Communication Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 63100</td>
<td>Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 63500</td>
<td>E-Learning</td>
<td>3</td>
</tr>
<tr>
<td>COMM 63600</td>
<td>Online Learning and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>COMM 65000</td>
<td>Independent Study</td>
<td>1 to 3</td>
</tr>
<tr>
<td>COMM 65100</td>
<td>Independent Study</td>
<td>1 to 3</td>
</tr>
<tr>
<td>COMM 66000</td>
<td>Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>COMM 66100</td>
<td>Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>COMM 69000</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>COMM 69100</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Pass/Fail Option**

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

### Thesis Option

The thesis option is designed for students who wish to pursue theoretical or applied inquiry and make an original contribution to knowledge in the field of communications. Students must receive approval from the communications graduate committee and show evidence of a detailed plan as well as mastery of the skills, tools, and concepts needed to conduct the proposed study. Upon approval by the graduate committee, the student selects, with the chair’s approval, a thesis adviser and two additional committee members, who then evaluate the thesis proposal. An oral defense of the thesis is required. The thesis process is described in greater detail in the *Graduate Program in Communications Thesis Guidelines*, available from the graduate program chair. Students enrolled in the thesis option who have completed all coursework except the thesis will be required to enroll in at least 1 credit of thesis each semester until they finish their degree. Students should work with their program adviser to plan an appropriate course and credit schedule. For international students this schedule will be reflected in the immigration paperwork.
EDUCATION

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

The M.A.T. program in adolescence education and the M.S. program in childhood education are registered with and approved by the New York State Department of Education. Graduates of the M.A.T. and M.S. programs are fully eligible for initial teaching certification in adolescence education (grades 7-12) and childhood education (grades 1-6), respectively, in New York State, which also has interstate reciprocity agreements with more than 30 other states and jurisdictions.

The design of the M.A.T. curriculum combines an introduction to the field of education with continued study of the student’s academic discipline. M.A.T. students complete 21 graduate credits in education and 12 credits of coursework in the discipline. The full-time, 13-month program begins in late May each year.

The childhood education graduate program, which was designed in collaboration with local-area public school personnel, begins in late May each year, continues through the summer, fall, and spring semesters, and concludes in late June of the following year. Students in the childhood education program complete 38 credits of graduate study.

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

Core components of the education programs include:

- The integration of theory and practice in coursework and field experience
- Opportunities to observe, tutor, and teach in multiple and diverse settings, including schools in the Ithaca area and our partnership schools in New York City’s Harlem community (Frederick Douglass Academy and Harlem Promise Academy)
- An emphasis on culturally responsive teaching that supports the personal and academic achievement of all learners
- Collaboration with local community programs and organizations to enhance school and classroom effectiveness
- Commitment to and ongoing participation in the processes of reflective practice and teacher research

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

For 2012-2013, the tuition cost is $637 per credit.

Application Procedures

In addition to the regular application procedures (p. 13) for admission to graduate study at Ithaca College, applicants to the graduate program in adolescence education or childhood education must also complete an essay section within the online application. Finalists for admission to the graduate programs in education are invited to participate in a campus interview with faculty; finalists unable to make a campus visit are interviewed by phone.

As per an Ithaca College-Cornell University articulation agreement, Cornell University students are granted automatic admission to the M.A.T. program provided the following requirements are met: minimum 3.0 grade point average, completion of a Cornell University major in the desired area of certification (English, mathematics, history/social studies, French or Spanish), completion of a Cornell University minor in education, and completion of the Ithaca College graduate admission process (the requirement for two letters of recommendation will be waived if the applicant is recommended by the Cornell University teacher education program director).

Graduate Assistantships

Graduate assistantships are available on a competitive basis and are awarded to students with strong academic records and the ability to assist program-area faculty with research and community service projects, especially those connected with the College’s school and community partnerships. Applicants interested in applying for graduate assistantships should refer to the additional information provided in the Financial Aid (p. 17)section.

Related Programs

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

- Health Education (p. 41)
Adolescence Education

Adolescence Education Admission Requirements

Admission to the M.A.T. program is highly selective. Applicants are expected to have a strong general education background in the liberal arts and sciences, a depth and breadth of knowledge in the content area they intend to teach, and a demonstrated interest in and commitment to working with diverse adolescents in educational settings.

Applicants must have earned a cumulative grade point average of 3.00 (on a 4.00 scale) from an accredited college or university, with the completion of a major, or its equivalent, in the study of the discipline in which the applicant is seeking initial certification in adolescence education (biology, chemistry, English, French, mathematics, physics, social studies, or Spanish). Applicants in social studies are expected to have an undergraduate major in history or government/political science and to have completed study in economics, government, and at least 21 semester hours of study in the history and geography of the United States and the world, as per state requirements. Specific listings of course requirements for each certification area are available at the program’s website.

Completion of the M.A.T. program -- and eligibility for teaching certification in New York -- also requires the successful completion of college-level study in a language other than English.

The M.A.T. in adolescence education has established three "prerequisites":

- A documented school-based Early Field Experience of approximately 50 hours
  (At Ithaca College: EDUC 21910 Early Field Experience: Theory and Practice)
- A course in the Foundations of Education, with a minimum grade of “B”
  (At Ithaca College: EDUC 34000 Social and Cultural Foundations of Education)
- A course in Educational Psychology, with a minimum grade of “B”
  (At Ithaca College: PSYC 21010 Educational Psychology)

These prerequisites are offered at Ithaca College multiple times each year but can also be taken at other accredited institutions. Applicants who have not completed the prerequisites may be admitted to the MAT program with the expectation that these undergraduate deficiencies be completed according to stipulations established by the graduate chair.

M.A.T. in Adolescence Education - Curriculum

A total of 33 graduate credits, including a full professional semester of student teaching, is required for completion of the M.A.T. program.

A cumulative average of 3.00 or better must be maintained in order to graduate. Grades of "B" or better are expected in all certification-required coursework.

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

M.A.T. Core Education Courses (21 credits):

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 50000</td>
<td>Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 50810</td>
<td>Pedagogy and Practice across the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>COMM 56600</td>
<td>Educational Technology for Middle and Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 50300</td>
<td>The Exceptional Child and the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 50100</td>
<td>Literacy Development and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 60000</td>
<td>Professional Semester in Education</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 51210</td>
<td>Seminar in Reflective Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

M.A.T. Discipline-Specific Courses (12 credits):

Pedagogy and practice in the discipline - 3 credits

Select one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 51110</td>
<td>Pedagogy and Practice for the English Teacher</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 50510</td>
<td>Pedagogy and Practice for the Mathematics Teacher</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 51010</td>
<td>Pedagogy and Practice for the Science Teacher</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 50910</td>
<td>Pedagogy and Practice in the Teaching of Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 51310</td>
<td>Pedagogy and Practice of Teaching Languages Other Than English</td>
<td>3</td>
</tr>
</tbody>
</table>

Three courses in the discipline – 9 credits

<table>
<thead>
<tr>
<th>Language</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Graduate seminars in English language arts, American literature, and world literature</td>
</tr>
</tbody>
</table>
All candidates for initial teaching certification must take and pass all certification exams or performance assessments required by the state for the applicant's intended teaching certificate (type, grade levels, and subject areas).

For information about these certification exams, see the state’s website on Teacher Certification Examinations.

**Unit-Wide Assessment Systems in Ithaca College Teacher Education Programs**

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

**Childhood Education**

**Childhood Education Admission Requirements**

Admission to the childhood education program is highly selective. Applicants are expected to have a strong general education background in the liberal arts and sciences and a demonstrated interest in and commitment to working with diverse student populations in educational settings.

Applicants must have earned a cumulative grade point average of 3.00 (on a 4.00 scale) from an accredited college or university, with the completion of a general liberal arts and sciences curriculum and a major in an academic discipline. Applicants are expected to have taken coursework related to each of the four core areas of the elementary school curriculum (English language arts, mathematics, science, and history/social sciences); see the program's website for a specific listing of course expectations.

Completion of the childhood education program -- and eligibility for teaching certification in New York -- also
requires the successful completion, or the equivalent, of
college-level study in a language other than English.

The M.S. program in childhood education has established
two "prerequisites":

• A documented school-based Early Field Experience of
  approximately 50 hours
  (At Ithaca College: EDUC 21910 Early Field
  Experience: Theory and Practice)

• A course in the Foundations of Education, with a
  minimum grade of “B”
  (At Ithaca College: EDUC 34000 Social and Cultural
  Foundations of Education)

These prerequisites are offered at Ithaca College multiple
times each year or can be taken at other accredited
institutions. Applicants who have not completed the
prerequisites may be admitted to the Childhood Education
program with the expectation that these undergraduate
deficiencies be completed according to stipulations
established by the graduate chair.

M.S. in Childhood Education - Curriculum

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

A cumulative average of 3.00 or better must be maintained
in order to graduate. Grades of "B" or better are expected
in all certification-required coursework.

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

Childhood Education Program Coursework (38 credits):

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 50000</td>
<td>Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 50100</td>
<td>Literacy Development and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 50300</td>
<td>The Exceptional Child and the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 51210</td>
<td>Seminar in Reflective Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 60000</td>
<td>Professional Semester in Education</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 61000</td>
<td>Teaching and Learning in Diverse Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 62000</td>
<td>Curriculum and Instruction in Elementary School Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 63000</td>
<td>Curriculum and Instruction in Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 64000</td>
<td>Curriculum and Instruction in Elementary School Mathem</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 65000</td>
<td>Curriculum and Instruction in Elementary School Language Arts and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>HPEG 57700</td>
<td>Teaching and Learning for Healthy Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

COMM 56500    Educational Technology for Childhood Educators  3
ART 52500    Integrating Visual Art in the Elementary School Curriculum  1
MUED 65000    Music for Elementary Classroom Teachers  1

Teacher Certification Requirements (noncredit workshops):

Prior to graduation, all childhood education students must
have attended and participated in these three state-required
workshops, each of which is offered several times a year
on the Ithaca College campus:

• Child Abuse Identification and Prevention
• School Violence Prevention and Intervention
• Drug and Alcohol Abuse: Identification and Prevention

Professional Portfolio and Teacher Research Project

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

Professional Semester in Education

During the spring semester in the program, childhood education students complete two student teaching experiences, one in grades 1-3 and the other in grades 4-6. Student teaching is a full-time commitment requiring full days in public schools and additional hours spent in planning, assessment, after-school activities, and a weekly seminar. Childhood education students are not allowed to enroll in additional courses or participate in varsity sports, musical ensembles, or theater performances at the College during the professional semester.

New York State Certification Exams

All candidates for initial certification must successfully complete all New York State Certification exams or performance assessments required by the state for the applicant's intended teaching certificate (type, grade levels, and subject areas).

For information about these certification exams, see the state’s website on Teacher Certification Examinations
Unit-Wide Assessment Systems in Ithaca College Teacher Education Programs

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

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

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

Program Time Frame

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

Admission Requirements

Admission to the exercise and sport sciences program is granted on the basis of cumulative undergraduate grade point average (GPA), Graduate Record Examination (GRE) scores, and letters of recommendation. To be considered for admission, applicants must have an undergraduate degree from an accredited institution.

Consideration is given to those applicants whose academic preparation most closely aligns with their intended area of concentration (i.e., exercise physiology, sport psychology, or human performance). Applicants for concentrations in exercise physiology usually have undergraduate degrees in areas such as exercise science, health science, athletic training, nursing, or biology. For the sport psychology concentration, students usually have undergraduate degrees in conceptually related content areas that emphasize psychology or physical education and coaching. For the human performance concentration, students usually have undergraduate degrees that relate to the combined content areas for both exercise physiology and sport psychology. Regardless of area of background, prerequisite courses must be taken.

Applications are reviewed on an individual basis, taking into account such factors as previous academic achievements, successful professional experience, and special personal circumstances. Applicants who have questions regarding their eligibility for admission are encouraged to contact the chair of the program at jives@ithaca.edu or 607-274-1751.

Tuition Expenses

Tuition for the exercise and sport sciences program has been set at $729 per credit for the 2012-13 academic year.

Academic Warning and Dismissal

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

Academic Advising

Jeff Ives, chair of the graduate program in exercise and sport sciences, serves as the academic adviser for all students enrolled in the program. Sport psychology students are further advised by associate professor Greg Shelley. Students writing a thesis select, with approval of the chair or academic adviser, a thesis adviser and reader from among the graduate faculty in exercise and sport sciences.

Pass/Fail Option

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

Graduate Assistantships

A limited number of assistantships are available for full-time matriculated graduate students and for admitted degree candidates. The assistantships include a scholarship, which is applied to the tuition bill in the form of a tuition waiver, and a taxable salary for carrying out assigned duties.

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

Assistantships are offered in the wellness clinic; in the anatomy, physiology, kinesiology, biomechanics, exercise physiology, and neuromuscular control laboratories; for recreational sports; and for coaching varsity athletic teams. Additional assistantships are offered in athletic training and for research supervision. In any given year about 75 percent of the full-time matriculated graduate students in exercise and sport sciences hold assistantships.
Exercise and Sport Sciences – Master of Science Degree with Thesis (30 credits)

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

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

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

**Thesis Plan Credits**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 61000</td>
<td>Survey of Statistical Methods</td>
<td>0 or 3</td>
</tr>
<tr>
<td>ESSG 61100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 61200</td>
<td>Leadership in Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 62000</td>
<td>Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 62100</td>
<td>Thesis II</td>
<td>1 to 3</td>
</tr>
<tr>
<td>ESSG 64000</td>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Area of concentration</td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>0-3</td>
</tr>
</tbody>
</table>

**Subtotal: 30**

ESSG 64000: Take two semesters

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

Subtotal: 30

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

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

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

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

**Non-Thesis Plan Credits**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 61000</td>
<td>Survey of Statistical Methods</td>
<td>0 or 3</td>
</tr>
<tr>
<td>ESSG 61100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 61200</td>
<td>Leadership in Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 62000</td>
<td>Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 62100</td>
<td>Thesis II</td>
<td>1 to 3</td>
</tr>
<tr>
<td>ESSG 64000</td>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Area of concentration</td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>Area of concentration</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**Subtotal: 36**

ESSG 64000: Take two semesters

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

Subtotal: 36

Exercise and Sports Sciences Areas of Concentration

One of the distinctive characteristics of Ithaca College’s plan of study is the opportunity to pursue an area of concentration, an experience usually reserved for doctoral study at many institutions. For the master’s degree with thesis, the student must complete 9-15 credits of courses approved by the adviser in one area of concentration -- exercise physiology, sport psychology, or human
performance. (For the master’s degree without thesis, 18 credits of courses in one area of concentration are necessary.) The concentration approach to graduate study is designed to provide depth to the program and also to provide more focused educational experiences for specific future employment opportunities. Included in each of the concentrations is the possibility of independent study and internship to increase relevant and practical learning opportunities.

**Exercise Physiology Concentration**

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

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

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

Thesis plan students must complete 12 credits and their thesis (6 credits) in this area of concentration. Students in the non-thesis plan must complete 18 credits in this area of concentration. All exercise physiology students are eligible for related internships. An internship is strongly encouraged for those following the non-thesis plan.

Exercise physiology students may study special topics through ESSG 62000 Thesis I, ESSG 63000 Independent Research, and ESSG 63100 Independent Reading.

**Exercise Physiology Concentration Courses**

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 54000</td>
<td>Physiological Mechanisms of Exercise: Cellular Aspects</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 54200</td>
<td>Physiological Mechanisms of Exercise: Systemic Aspects</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 54400</td>
<td>Multidimensional Assessment of Physical Function</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 54600</td>
<td>Cardiopulmonary Assessment for Exercise</td>
<td>3</td>
</tr>
</tbody>
</table>

**Selected Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 54800</td>
<td>Pathophysiology, Limited Capacity, and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 64800</td>
<td>Strength and Conditioning: Theories, Mechanisms, and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 454800 and ESSG 64800: Required for non-thesis option; recommended for thesis plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sport Psychology Concentration**

The primary focus of this concentration is on the psychological factors that influence sport participation and performance. Topics are derived from clinical, developmental, educational, experimental, cognitive, perceptual, and social psychology, and also from the basic understanding of sport and its varied task demands. Emphasis is on application, description, explanation, and prediction of sport participation and performance.

Applicants for the sport psychology concentration need to show evidence of completed coursework in conceptually relevant (e.g., psychology, sport psychology, counseling, sport sociology) content areas. A statistics or tests and measurements class is also a prerequisite.

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

**Sport Psychology Concentration Courses**

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 51200</td>
<td>Psychological Perspectives of Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 51300</td>
<td>Psychological Applications to Sport Performance</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 51400</td>
<td>Counseling Student-Athletes</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 51500</td>
<td>Effective Team Building</td>
<td>1</td>
</tr>
<tr>
<td>ESSG 51600</td>
<td>Motivation for Superior Performance</td>
<td>2</td>
</tr>
<tr>
<td>ESSG 51800</td>
<td>Exercise and Rehabilitation Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 61400</td>
<td>Professional Practice Issues in Sport Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
ESSG 51500, ESSG 51600, ESSG 51800 and ESSG 61400: Required for non-thesis option; recommended for thesis plan

Selected Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 54400</td>
<td>Multidimensional Assessment of Physical Function</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 64500</td>
<td>Psychophysiology of Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 66000</td>
<td>Internship</td>
<td>1 to 3</td>
</tr>
</tbody>
</table>

Human Performance Concentration

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

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

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

Human Performance Concentration Courses

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 51400</td>
<td>Counseling Student-Athletes</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 51500</td>
<td>Effective Team Building</td>
<td>1</td>
</tr>
<tr>
<td>ESSG 51600</td>
<td>Motivation for Superior Performance</td>
<td>2</td>
</tr>
<tr>
<td>ESSG 52000</td>
<td>Advanced Biomechanics of Human Movement</td>
<td>0 or 3</td>
</tr>
<tr>
<td>ESSG 52100</td>
<td>Advanced Study in Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 64800</td>
<td>Strength and Conditioning: Theories, Mechanisms, and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Selected Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSG 51800</td>
<td>Exercise and Rehabilitation Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 54400</td>
<td>Multidimensional Assessment of Physical Function</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 54600</td>
<td>Cardiopulmonary Assessment for Exercise</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 54800</td>
<td>Pathophysiology, Limited Capacity, and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 61400</td>
<td>Professional Practice Issues in Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 64500</td>
<td>Psychophysiology of Exercise and Sport</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 66000</td>
<td>Internship</td>
<td>1 to 3</td>
</tr>
<tr>
<td>ESSG 74200</td>
<td>Advanced Techniques of Athletic Training</td>
<td>3</td>
</tr>
</tbody>
</table>
HEALTH PROMOTION AND PHYSICAL EDUCATION

Major Adviser: Srijana Bajracharya, Chair of Graduate Program and Professor, sbajracharya@ithaca.edu

The Department of Health Promotion and Physical Education offers graduate programs leading to the master of science degree in physical education and the master of science degree in health education. Students can choose either the thesis or non-thesis option, allowing them to match their program of study to their professional interests and career aspirations.

Both programs are geared toward a professional teaching certificate in education. Students with initial certification in physical education or health education are eligible for admission into the respective program. Successful completion will fulfill the educational requirements for professional certification in the State of New York. Students without an initial teaching certification, but with a degree in community health, wellness, health promotion, or a closely related degree can apply to the master of science in health education to obtain an advanced degree in the field. Applicants may require additional coursework before admission to the health education program.

The master’s programs require just 30 credit hours of graduate coursework. The entire graduate program can be completed in as little as two semesters and one summer. For 2012-13, the tuition cost per credit is $637.

The master of science program with thesis serves a twofold purpose: it can be a step toward advanced study in the field, and it challenges those individuals who wish to contribute to the knowledge base of their field. The thesis is based on the student’s independent research -- both theoretical and applied -- and is guided by a thesis committee. The thesis option requires each student to successfully pass an oral examination in defense of the thesis. To be eligible for that exam, students must have completed all required courses and have a cumulative grade point average of 3.00 or higher for all graduate courses completed as part of the program. The completed thesis must receive the approval of both the Department of Health Promotion and Physical Education graduate chair and the dean of graduate and professional studies.

The non-thesis option is designed for students whose major objective in graduate study is to enhance their professional background in physical education or health education. Upon completion of all required courses, students must pass a written comprehensive examination covering knowledge within the discipline, and research and statistical methods. To be eligible for that exam, the student must have completed all the required courses and have a cumulative GPA of 3.00 or higher.

Admission Requirements

Admission to the graduate program is granted based on the candidate’s cumulative undergraduate coursework, grade point average, and letters of recommendation. GREs are NOT required. Preference for admission and assistantship awards will be given to applications received by April 1 for the following fall semester. Students who choose to begin their program of study in January should apply by December 1.

To expedite the admissions and assistantship award process, it is recommended that applicants request letters of recommendation in a sealed, signed envelope. When the applicant has received all the required letters of recommendation, the applicant should place the letters in an envelope and submit it to the Division of Graduate Studies at Office of Admissions at Ithaca College. Applicants may also submit their letters of recommendation as a packet from the career services office of their respective institution.

Applications are reviewed on an individual basis, taking into account such factors as previous academic accomplishments, record of professional experience, and special personal circumstances. Students with questions regarding their eligibility for admission are encouraged to contact the chair of the program, Srijana Bajracharya, at 607-274-3411 or sbajracharya@ithaca.edu.

Health Education M.S.

(30 credits, with or without thesis)

This program is designed for individuals with an undergraduate degree in health education who hold initial teaching certification in health education. Students without an initial teaching certification, but with a degree in community health, wellness, health promotion, or a closely related degree may also apply to the program, though they may be required to complete additional coursework prior to admission. This program does not lead to initial certification in health education.

Degree Requirements

Professional Core Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEG 61400</td>
<td>Research Methods in Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>ESSG 61000</td>
<td>Survey of Statistical Methods</td>
<td>0 or 3</td>
</tr>
<tr>
<td>HPEG 52500</td>
<td>Critical Perspectives in Health and Physical Activity</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Education Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEG 57700</td>
<td>Teaching and Learning for Healthy Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>
HPEG 57500  Models and Theories in Health Education  3
HPEG 53500  Methods of Assessment in School and Community Settings  3
HPEG 58500  Epidemiological Approaches to Disease Prevention and Control  3

Selected Seminars (3 credits; change on a yearly basis)
Electives, Thesis Option* (6 credits)
HPEG 71000  Thesis I  3
HPEG 72000  Thesis II  3

Electives, Non-Thesis Option* (6 credits)
HPEG 54200  Supervision in Physical Education  3
HPEG 54600  Analysis of Teaching and Coaching Behavior  3
HPEG 56500  Stress Management  3
HPEG 54000  Strategies for Teaching  3
HPEG 54400  Curriculum Design and Analysis in Physical Education  3
HPEG 55000  Physiological Basis of Fitness in School-Aged Children  3
HPEG 57700  Teaching and Learning for Healthy Growth and Development  3
HPEG 58500  Epidemiological Approaches to Disease Prevention and Control  3
HPEG 61500  Technological Applications in Education  3
HPEG 62100  Fieldwork  1 to 6
HPEG 62200  Independent Readings  1 to 3
HPEG 62300  Independent Research  1 to 3

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

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

Physical Education M.S.
(30 credits, with or without thesis)

This program is designed for individuals with an undergraduate degree in physical education who hold initial teaching certification in physical education.

Degree Requirements
Professional Core Courses (9 credits)

HPEG 61400  Research Methods in Health and Physical Education  3
ESSG 61000  Survey of Statistical Methods  0 or 3
HPEG 52500  Critical Perspectives in Health and Physical Activity  3

Physical Education Courses (12 credits)
HPEG 54000  Strategies for Teaching  3
HPEG 54400  Curriculum Design and Analysis in Physical Education  3
HPEG 53500  Methods of Assessment in School and Community Settings  3
HPEG 55000  Physiological Basis of Fitness in School-Aged Children  3

Selected Seminars (3 credits; change on a yearly basis)
Electives, Thesis Option* (6 credits)
HPEG 71000  Thesis I  3
HPEG 72000  Thesis II  3

Electives, Non-Thesis Option* (6 credits)
HPEG 54200  Supervision in Physical Education  3
HPEG 54600  Analysis of Teaching and Coaching Behavior  3
HPEG 56500  Stress Management  3
HPEG 54000  Strategies for Teaching  3
HPEG 54400  Curriculum Design and Analysis in Physical Education  3
HPEG 55000  Physiological Basis of Fitness in School-Aged Children  3
HPEG 57700  Teaching and Learning for Healthy Growth and Development  3
HPEG 58500  Epidemiological Approaches to Disease Prevention and Control  3
HPEG 58700  Multicultural Health Issues  3
HPEG 58900  Environmental Dimensions in Health Education  3
HPEG 61500  Technological Applications in Education  3
HPEG 62100  Fieldwork  1 to 6
HPEG 62200  Independent Readings  1 to 3
HPEG 62300  Independent Research  1 to 3

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

*Thesis students must successfully complete an oral defense of their thesis. All non-thesis students must pass a comprehensive examination prior to graduation. To be eligible for the oral defense or comprehensive exam, the student must have completed the required coursework and have a cumulative GPA of at least 3.00.
Graduate Study in Music
Curricular Adviser: Les Black, Chair of Graduate Studies, lblack@ithaca.edu
Admission and Audition Adviser: Thomas Kline, Director of Music Admission, tkline@ithaca.edu
The School of Music educates prospective teachers, performers, and composers in programs designed to develop persons of professional competence.
Six graduate programs leading to the master’s degree are offered: the master of music or master of science in music education; and the master of music in performance, conducting, composition, and Suzuki pedagogy. Programs range from 30 to 36 credits of graduate study. A minimum combination of two consecutive terms of full-time study in residence is required for the master of music degrees in performance and composition. The master of science and master of music in music education degrees may be pursued on a part-time basis and are the only master’s degrees that are offered during the summer. The master of music degrees in conducting and Suzuki pedagogy require two years in residence.

Admission and Audition Requirements
The Graduate Admission Requirements for the School of Music can be found on the following website:
http://www.ithaca.edu/music/admission/graduate/

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

Tuition Expenses
Tuition for all music degrees has been set at $729 per credit for the 2012-13 academic year.

Curricular Information for All Degrees
Course Prefixes and Numbering System
Course numbers consist of a prefix designating the school and department or area in which the course is offered, and a five-digit number that identifies the specific course. The first of the five-digit group is the level of a course.

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

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

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

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

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

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

Ensembles
Full-time graduate students whose degree programs stipulate an ensemble requirement are expected to participate in at least one major ensemble during the fall and spring semesters. Assignment is normally made by audition. Exceptions will be decided by the graduate chair in music, in consultation with the student, the performance studies teacher, and the conductor. (Some graduate students are required to participate in a large or small ensemble as part of their graduate assistantship.)

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

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

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

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

Degree Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUMC 61100</td>
<td>Recital</td>
<td>1 to 3</td>
</tr>
<tr>
<td>MUTH 65200</td>
<td>Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 65600</td>
<td>Independent Research in Analysis of Music Since 1945</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 66000</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 66100</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 66200</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 66300</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 66400</td>
<td>Analytical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUxx xxxx</td>
<td>Electives</td>
<td>8</td>
</tr>
</tbody>
</table>

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

Total Credit Hours: 30

Conducting M.M.

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

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

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

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

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

Degree Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFMJ 64500</td>
<td>Conducting</td>
<td>1 to 2</td>
</tr>
<tr>
<td>MUMC 61100</td>
<td>Recital</td>
<td>1 to 3</td>
</tr>
<tr>
<td>MUTH 65200</td>
<td>Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 66400</td>
<td>Analytical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 52900</td>
<td>Advanced Aural Skills</td>
<td>1</td>
</tr>
</tbody>
</table>

MUxx xxxx Electives: Two of the following major-field literature courses*: Symphony, History and Literature of Opera, Choral Literature and Performance Practice, or Wind Literature and Performance Practice.

MUTH xxxx Electives in music, including at least one 14-
PFMJ 64500: major area – 4-5; minor area – 1-2

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

Total Credit Hours: 36

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

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

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

### Degree Requirements

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 65400</td>
<td>Portfolio and Presentation I</td>
<td>1</td>
</tr>
<tr>
<td>MUED 65500</td>
<td>Portfolio and Presentation II</td>
<td>1</td>
</tr>
<tr>
<td>MUED 68000</td>
<td>Psychology of Music Teaching</td>
<td>3</td>
</tr>
<tr>
<td>MUED 68200</td>
<td>Seminar in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 54000</td>
<td>Materials and Rehearsal Techniques for the Public School Wind Band</td>
<td>2</td>
</tr>
<tr>
<td>MUED 54100</td>
<td>Choral Rehearsal and Vocal Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUED 54200</td>
<td>Materials and Rehearsal Techniques for the School Orchestra</td>
<td>2</td>
</tr>
<tr>
<td>MUED 59xxx</td>
<td>Electives in music education (MUED 59000-59999)</td>
<td>3</td>
</tr>
<tr>
<td>MUED 69xxx</td>
<td>Electives in music education (MUED 69000-69999)</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 65200</td>
<td>Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>PFMJ 6xxxx</td>
<td>Performance (major instrument)</td>
<td>3</td>
</tr>
<tr>
<td>PFMJ 6xxxx</td>
<td>Performance (minor instrument)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives in music theory, music history and literature, music education, performance and ensemble, or general studies selected in conference with major adviser**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUEN 6xxxx</td>
<td>Ensemble</td>
</tr>
</tbody>
</table>

Total Credit Hours: 30

**Performance M.M.**

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

### Degree Requirements

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUMC 61100</td>
<td>Recital</td>
<td>1 to 3</td>
</tr>
<tr>
<td>MUMC 61200</td>
<td>Lecture-Recital</td>
<td>1</td>
</tr>
<tr>
<td>MUTH 65200</td>
<td>Bibliography and Research in Music</td>
<td>3</td>
</tr>
<tr>
<td>PFMJ 6xxxx</td>
<td>Performance (major instrument)</td>
<td>3</td>
</tr>
<tr>
<td>PFMJ 6xxxx</td>
<td>Performance (minor instrument)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives in music theory, music history and literature, music education, applied music, or ensemble, including at least 7 credits of coursework outside performance study or ensembles**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUEN 6xxxx</td>
<td>Ensemble</td>
<td>16</td>
</tr>
</tbody>
</table>

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

PFMJ 6xxxx or MUEN 6xxxx: minor instrument or ensemble - relative to candidate’s major and professional needs
MUxx xxxx: For piano majors only: electives must total 14 credits (credits for MUMC 59500 and MUMC 59600 are deducted from total elective requirement)
Total Credit Hours: 30

Suzuki Pedagogy M.M.

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

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

Degree Requirements

Required Courses

- MUED 57100 Suzuki Seminar I 3
- MUED 57200 Suzuki Seminar II 3
- MUED 67300 Suzuki Practicum I 2
- MUED 67400 Suzuki Practicum II 2
- MUED 74x00 Summer Suzuki Teacher Institute 3
- MUMC Recital 1 to 3
- MUMC 61100 or
- MUTH 65200 or
- PFMJ 6xxxx or
- MUEN 6xxxx Ensemble

MUxx xxxx Electives 4-5

The decision to present either a performance or lecture-recital is up to the student and the major performance studies teacher, in consultation with the graduate chair in music.
Total Credit Hours: 32

Summer Suzuki Teacher Institute

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

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

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

Summer Suzuki Teacher Institute Degree Requirements

Required Courses

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

Major Adviser: Melinda A. Cozzolino, Chair of Graduate Program, mcozzoli@ithaca.edu

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

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

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

The fifth year of the occupational therapy program takes place on the Ithaca College campus and at clinical fieldwork sites located throughout the country. The graduate year of study consists of 40 credits of graduate work, including 16 credits of clinical fieldwork education. The graduate year includes one full academic year of study and two summers of fieldwork. Students may elect a thesis or non-thesis option, but all engage in research-related activities during this year, which is designed to provide depth and breadth of education. Please refer to the B.S./M.S. combined program (p. 48) section for more detailed information.

The professional entry-level master’s of science in occupational therapy program is designed to accept students who have an earned bachelor’s degree from any accredited institution. This program takes place on the Ithaca College campus and at clinical fieldwork sites located throughout the country. The program consists of 92 credits of study including one summer of coursework, one winter intersession course, and 16 credits of clinical fieldwork education taking place during the summers. Please refer to the professional entry-level program (p. 49) section for more detailed information.

The occupational therapy program at Ithaca College is accredited by the:

Accreditation Council for Occupational Therapy Education (ACOTE)
c/o Accreditation Department
American Occupational Therapy Association
4720 Montgomery Lane, Suite 200
Bethesda MD 20814-3449
Telephone: 301-652-AOTA

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

See National Board for Certification in Occupational Therapy

Admission Requirements

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

Please refer to the professional entry-level program section for more detailed information regarding admission to this program.

Academic Standards

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

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

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

These policies, as well as academic, clinical, and professional behavior standards, are published in the *Occupational Therapy Student Manual*, the *Occupational Therapy Fieldwork Manual*, *Professional Entry-Level Graduate Catalog*, and the Ithaca College undergraduate catalog.

**Occupational Therapy Combined BS/MS program**

**Graduation Requirements**

1. Completion of the B.S. degree program in occupational science at Ithaca College.
2. Completion of the required courses listed below.
3. Completion of a research project or thesis that includes a proposal, data collection or library research, analysis, and presentation of results.
4. Completion of 16 credits of clinical fieldwork.

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

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

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

**Major Department Requirements**

**Required Courses**

- OTMS 62000 Advanced OT Theory and Practice 3
- OTMS 62600 Professional Practice in the Community 3
- OTMS 65000 Applied Pediatric Neuroscience 3
- or OTMS 65100 Applied Adult Neuroscience 0 or 3
- OTMS 65500 Technological Interventions in Occupational Therapy 0 or 3
- OTMS 66500 Gerontic Occupational Therapy 3
- OTMS xxxx Clinical Elective I 3
- OTMS xxxx Clinical Elective II 3

Subtotal: 21

Students must take 3 credits from the OTMS 64xxx list of clinical elective courses and 3 credits from the OTMS 68xxx list of courses. Specific courses offered will be determined by student consensus.

**Graduate Electives**

**Clinical Elective Courses**

- OTMS 64100 Adaptation and Environmental Modification 3
- OTMS 64300 Cognitive Rehabilitation 3
- OTMS 64500 Vocational Readiness 3
- OTMS 64600 Play and Leisure 3
- OTMS 68100 Advanced Concepts in Physical Disabilities 3
- OTMS 68200 Advanced Concepts in Psychosocial Occupational Therapy 3
- OTMS 68300 Advanced Concepts in Geriatric Rehabilitation 3
- OTMS 68400 School-Based Occupational Therapy 3
- OTMS 68500 Hand Therapy 3
- OTMS 68800 Occupational Therapy in Early Intervention 3

**Clinical Fieldwork Courses**

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

Subtotal: 16

**Research**

- OTMS 67200 Individual Thesis Research I and 3
OCCUPATIONAL THERAPY

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

Subtotal: 6

Subtotal: 22

Clinical Fieldwork

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

Students will be assigned to fieldwork based on a lottery system and the availability of placements. Students should expect to do their fieldwork at a distance from their homes and Ithaca. They are responsible for making their own housing and travel arrangements, although the department and the fieldwork center are usually able to provide some help. Students and their families need to plan ahead for this process.

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

Total Credit Hours: 40

Occupational Therapy M.S. – Professional Entry Level

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

Admission

Completed applications are due by February 15th. Applications are available online through the Division of Graduate and Professional Studies.

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

Additional Application Materials Needed

- Completion of online application
- Official transcripts from all colleges attended
- Two letters of recommendation, one preferably from a health care practitioner
- Two additional letters of recommendation if applying for an assistantship

Assistantships

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

Major Department Requirements

Major Department Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTMS 50000</td>
<td>Functional Human Anatomy</td>
<td>0 or 5</td>
</tr>
<tr>
<td>OTMS 50500</td>
<td>Occupational Therapy Theory</td>
<td>4</td>
</tr>
<tr>
<td>OTMS 51000</td>
<td>Neuroscience</td>
<td>0 or 3</td>
</tr>
<tr>
<td>OTMS 52000</td>
<td>Kinesiology</td>
<td>0 or 4</td>
</tr>
<tr>
<td>OTMS 52200</td>
<td>Psychiatry in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OTMS 53000</td>
<td>Applied Interventions in Occupational Therapy</td>
<td>0 to 3</td>
</tr>
<tr>
<td>OTMS 53500</td>
<td>Group Process in Occupational Therapy</td>
<td>4</td>
</tr>
<tr>
<td>OTMS 54000</td>
<td>Concepts in Adult Occupational Therapy</td>
<td>0 or 4</td>
</tr>
<tr>
<td>OTMS 54500</td>
<td>Concepts in Pediatric Occupational Therapy</td>
<td>0 or 4</td>
</tr>
</tbody>
</table>
### OTMS 55000 Adult Evaluation and Intervention
Processes in Occupational Therapy 3

### OTMS 55500 Pediatric Evaluation and Intervention
Processes in Occupational Therapy 3

### OTMS 56500 Research Seminar 1

### OTMS 57100 Adult Clinical Conditions 3

### OTMS 57500 Pediatric Clinical Conditions 2

### OTMS 59800 Special Topics in Occupational Therapy 1 to 3

### OTMS 65500 Technological Interventions in
Occupational Therapy 0 or 3

### OTMS 66500 Gerontic Occupational Therapy 3

### OTMS 65000 Applied Pediatric Neuroscience 3

### OTMS 65100 Applied Adult Neuroscience 0 or 3

### OTMS 62600 Professional Practice in the Community 3

### OTMS 62000 Advanced OT Theory and Practice 3

#### Total major degree requirements: 64 credits

### Graduate Electives

Students must take 3 credits from the OTMS 64xxx list of clinical elective courses and 3 credits from the OTMS 68xxx list of courses. Specific courses offered will be determined by student consensus.

### OTMS 64100 Adaptation and Environmental Modification 3

### OTMS 64300 Cognitive Rehabilitation 3

### OTMS 64500 Vocational Readiness 3

### OTMS 64600 Play and Leisure 3

### OTMS 68100 Advanced Concepts in Physical Disabilities 3

### OTMS 68200 Advanced Concepts in Psychosocial Occupational Therapy 3

### OTMS 68300 Advanced Concepts in Geriatric Rehabilitation 3

### OTMS 68400 School-Based Occupational Therapy 3

### OTMS 68500 Hand Therapy 3

### OTMS 68800 Occupational Therapy in Early Intervention 3

#### Total graduate electives 6 credits

### Clinical Fieldwork Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTMS 60000</td>
<td>Clinical Fieldwork II - Children and Adolescents</td>
<td>6</td>
</tr>
<tr>
<td>OTMS 69000</td>
<td>Clinical Fieldwork II - Adult/Geriatric</td>
<td>6</td>
</tr>
<tr>
<td>OTMS 69500</td>
<td>Clinical Fieldwork II - Elective Specialty</td>
<td>4</td>
</tr>
<tr>
<td>OTMS 69600</td>
<td>Elective Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Total fieldwork courses 16 credits

### Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTMS 67200</td>
<td>Individual Thesis Research I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>OTMS 67300  Individual Thesis Research II</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>OTMS 67100  Group Research I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>OTMS 67120  Group Research II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total research 6 credits

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

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

#### Total Credit Hours: 0-92
PHYSICAL THERAPY

Major Advisers: Karen Nolan, Co-Chair of Graduate Studies, knolan@ithaca.edu and Andrew Robinson, Co-Chair of Graduate Studies, robbi@ithaca.edu

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

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

Candidates for a doctor of physical therapy degree are required to meet all requirements for graduation within four years of their matriculation date as a graduate student into the second professional year of program. Students must complete all requirements to be eligible for licensure.

Admission Requirements

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

Transfer students may be accepted directly at the beginning of the professional phase of the curriculum if they have a B.S. Degree with a cumulative GPA of at least 3.0 and have completed specified undergraduate prerequisite courses. When openings exist, credentials of the applicants will be reviewed by the Department’s Transfer Coordinator who then makes recommendations regarding admission to the Department Chair. The Department Chair reviews the recommendations and renders a final decision regarding admission.

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

http://www.ithaca.edu/hshp/depts/pt/docs/studentpol/PTA cadPol11212/

Housing and Transportation Arrangements for Clinical Education Courses

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

Doctorate in Physical Therapy

Graduation Requirements

All required graduate coursework is listed below and must be taken in the sequence established by the department unless permission to deviate from the sequence or time frame has been approved by the graduate faculty. Candidates for a doctor of physical therapy degree are required to meet all requirements for graduation within four years of their matriculation into the graduate program.

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

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDPT 51004</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 52506</td>
<td>Spine Examination and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 54300</td>
<td>Preclinical Conference I</td>
<td></td>
</tr>
<tr>
<td>PDPT 54400</td>
<td>Professional Development II</td>
<td>.5</td>
</tr>
<tr>
<td>PDPT 55700</td>
<td>Clinical Administration I</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 55800</td>
<td>Clinical Administration II</td>
<td>1</td>
</tr>
<tr>
<td>PDPT 55900</td>
<td>Psychosocial Aspects of Patient Care</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 56800</td>
<td>Research II: Evidence-Based Practice in Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 57000</td>
<td>Clinical Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 57100</td>
<td>Clinical Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 57200</td>
<td>Motor Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 57300</td>
<td>Fundamentals of the Neurological Examination</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 59000</td>
<td>Clinical Education I</td>
<td>4</td>
</tr>
<tr>
<td>PDPT 59102</td>
<td>Clinical Education II</td>
<td>4</td>
</tr>
<tr>
<td>PDPT 59900-59925</td>
<td>Selected Topics in Physical Therapy</td>
<td>1-3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PDPT 62607</td>
<td>Clinical Orthopedics</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 62900</td>
<td>Independent Clinical Study</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PDPT 63800</td>
<td>Pathokinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 63900</td>
<td>Orthotics/Prosthetics</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 64500</td>
<td>Pre-Clinical Conference III</td>
<td></td>
</tr>
<tr>
<td>PDPT 64600</td>
<td>Professional Development III</td>
<td>1</td>
</tr>
<tr>
<td>PDPT 64700</td>
<td>Professional Development IV</td>
<td>1</td>
</tr>
<tr>
<td>PDPT 66900</td>
<td>Research III: Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 67400</td>
<td>Neurological Rehabilitation I</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 67500</td>
<td>Neurological Rehabilitation II</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 67600</td>
<td>Pediatric Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 68000</td>
<td>Differential Diagnosis in Physical Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PDPT 68100</td>
<td>Cardiac Testing and Management</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 68200</td>
<td>Clinical Medicine and Surgery I</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 68250</td>
<td>Clinical Medicine/Surgery II</td>
<td>1</td>
</tr>
<tr>
<td>PDPT 68300</td>
<td>Pulmonary Testing and Management</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 68400</td>
<td>Case Study Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PDPT 68500</td>
<td>Wellness and Prevention</td>
<td>1</td>
</tr>
<tr>
<td>PDPT 68700</td>
<td>Pre-Clinical Conference IV</td>
<td></td>
</tr>
<tr>
<td>PDPT 69000-</td>
<td>Selected Topics in Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td>69010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDPT 69200</td>
<td>Clinical Education III</td>
<td>4</td>
</tr>
<tr>
<td>PDPT 69300</td>
<td>Clinical Education IV</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 69400</td>
<td>Clinical Education V</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 69500</td>
<td>Clinical Education IV/V</td>
<td>6</td>
</tr>
<tr>
<td>PDPT 69900</td>
<td>Independent Study</td>
<td>1 to 3</td>
</tr>
</tbody>
</table>
Richard J. Schissel, Ph.D., Chair of Graduate Programs in Speech-Language Pathology and Audiology, schissel@ithaca.edu

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

The department offers two major areas of study. Both programs are designed for full-time study; all students must begin the program in the fall semester. Students entering without deficiencies typically complete the program in approximately 21 months. However, the amount of time required to complete the degree programs depends on the student’s clinical and academic background at the time of admission. Students who have not been accepted to pursue a graduate degree in one of the two programs may not take more than 9 credits of graduate coursework in the department.

Speech-Language Pathology

This program prepares students to meet

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

Speech-Language Pathology with Teacher Certification

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

This program prepares students to meet

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

See American Speech-Language-Hearing Association
See New York State Licensure Requirements

Admission

For both programs, consideration for admission requires the following:

• an undergraduate degree from a regionally accredited institution
• a minimum undergraduate grade point average of 3.00 (on a 4.00 grading system)

A list of prerequisite courses may be found on the department’s website. Applicants from undergraduate programs in communication disorders as well as those whose baccalaureate degree is not in speech-language pathology are encouraged to review this information and to apply. During the admission process, the undergraduate work of all applicants will be evaluated to determine what undergraduate courses, if any, they need to complete before they can matriculate.

Application for Admission

All application materials must be submitted to the Office of Admission by February 1 for fall admission. These must include:

• online application form
• application fee
• official transcripts from every undergraduate institution attended
• Graduate Record Examination (GRE) scores
• two letters of recommendation for the graduate program
• two letters of recommendation for a graduate assistantship (required only if seeking an assistantship)

Instructions for completing the online application are available after logging into the application system. Each letter of recommendation must be written by a different person (four different recommenders, in all, if the applicant is seeking an assistantship). Completion of the personal essay portion of the application is optional for programs offered through the Department of Speech-Language Pathology and Audiology.

Undergraduate students currently enrolled in the speech-language pathology and audiology department at Ithaca College, possessing a 3.50 GPA at the conclusion of their junior year, are automatically accepted into the graduate program after submission of their online application form, official transcripts, and the application fee. Completion of
the junior year is defined as completion of 90 credits. To qualify for automatic acceptance into the graduate program, at least 60 of these credits must have been earned at Ithaca College. Students applying for assistantships must also submit letters of recommendation, as stated below.

**Graduate Assistantships**

Each year the department awards graduate assistantships that comprise both scholarship aid and taxable salary. Students awarded graduate assistantships fulfill duties in the department as assigned. All assistantship application materials must be submitted by February 1.

**Tuition Expenses**

Graduate tuition for the speech-language pathology programs is set at $729 per credit for the 2012-13 academic year.

**Speech-Language Pathology and Audiology Graduation Requirements**

**Speech-Language Pathology, M.S. (SLP) Requirements**

Students must complete a minimum of 52 credits as listed below. Students are expected to enter the program having taken prerequisite courses in basic communication processes as well as communication disorders. Students who have not completed prerequisite coursework in neurology, speech science, and speech-language pathology in educational settings prior to entrance into the graduate program may take these courses within the graduate program; these courses will be counted toward the elective requirements. The graduate programs in the Department of Speech-Language Pathology and Audiology do not offer a pass/fail grading option for any academic course. Degree requirements for all programs must be completed within six years of the matriculation date.

**Additional Requirements**

1. Matriculated status

2. Completion of a minimum of 52 graduate credits distributed in the following manner with a grade of B (3.00) or better in each of the required courses:
   - speech-language pathology required courses, 29 credits
   - practica and externships, 15 credits
   - audiology course, 3 credits
   - speech-language pathology electives, 10 credits

3. Passing the comprehensive examination, if SLPG 68000 Thesis is not elected (details for the examination and thesis available through the Department of Speech-Language Pathology and Audiology)

See Department of Speech-Language Pathology and Audiology

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

Students must complete a minimum of 54 credits as listed below. Students are expected to enter the program having taken prerequisite courses in basic communication processes as well as communication disorders. Students who have not completed prerequisite coursework in neurology, speech science, and speech-language pathology in educational settings prior to entrance into the graduate program may take these courses within the graduate program; these courses will be counted toward the elective requirements. The graduate programs in the Department of Speech-Language Pathology and Audiology do not offer a pass/fail grading option for any academic course. Degree requirements for all programs must be completed within six years of the matriculation date.

**Additional Requirements**

1. Matriculated status

2. Completion of a minimum of 54 graduate credits distributed in the following manner with a grade of B (3.00) or better in each of the required courses:
   - speech-language pathology required courses, 24 credits
   - practica and externships, 15 credits
   - audiology course, 3 credits
   - speech-language pathology electives, 10 credits

3. Passing the comprehensive examination, if SLPG 68000 Thesis is not elected (details for the examination and thesis available through the Department of Speech-Language Pathology and Audiology)

See Department of Speech-Language Pathology and Audiology

4. The TSSLD credential may include additional undergraduate coursework not included within the graduate program curriculum.

Undergraduate courses required for the TSSLD credential may be taken before or after admission into the graduate program but, if taken after admission, may extend the length of the graduate program. Certification is not automatic; it is awarded only to those individuals who have completed an approved teacher education program such as ours, achieved passing scores on required teacher education examinations, and applied for certification from the appropriate state education department.

Applications for and additional information about New York State teacher certification may be found at the Department of Education website.
See the Typical Course Sequence (p. 55)

**Typical Course Sequence for SLP Degrees (subject to change)**

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLPG 54700</td>
<td>Fluency Development and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 55400</td>
<td>Neurological Processes and Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 65700</td>
<td>Assessment and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>SLPG 66100</td>
<td>Clinical Practicum I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Subtotal: 12</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who have already taken course content equivalent to SLPG-55400 Neurological Processes and Communication Disorders, may take any ONE of the following: SLPG-55900 Clinical Phonology, SLPG-64900 Augmentative and Alternative Communication, or SLPG-65200 Language Disorders in Children.

<table>
<thead>
<tr>
<th>Spring 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPG 55300</td>
<td>Voice and Related Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 61000</td>
<td>Early Intervention for Children with Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>SLPG 65100</td>
<td>Adult Aphasia and Related Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 65600</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 66200</td>
<td>Clinical Practicum II</td>
<td>2</td>
</tr>
<tr>
<td><strong>Subtotal: 13</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPG 59300</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 66300</td>
<td>Clinical Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal: 4-7</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SLPG 59300 Speech Science: if needed

<table>
<thead>
<tr>
<th>Summer Session 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPG 62000</td>
<td>Speech-Language Pathology in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 60900</td>
<td>Seminar: Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal: 4-7</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SLPG-62000 Speech-Language Pathology in Educational Settings: if needed.

Additional electives as needed.

<table>
<thead>
<tr>
<th>Fall 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPG 55900</td>
<td>Clinical Phonology</td>
<td>3</td>
</tr>
<tr>
<td>SLPG 64900</td>
<td>Augmentative and Alternative Communication</td>
<td>0 or 3</td>
</tr>
<tr>
<td>SLPG 65200</td>
<td>Language Disorders in Children Ages 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal: 9</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives as needed.

<table>
<thead>
<tr>
<th>Spring 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLPG 66500</td>
<td>Professional Externship in Speech-Language Pathology</td>
<td>4 to 5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLPG 69800</td>
<td>Professional Experience in Education</td>
<td>4 to 5</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLPG 66501</td>
<td>Professional Externship in Speech-Language Pathology</td>
<td>4 to 5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLPG 69801</td>
<td>Professional Experience in Education</td>
<td>4 to 5</td>
</tr>
<tr>
<td><strong>Subtotal: 8-10</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students must complete two full-time externships during Spring 2.

Block 1 courses end in 00, Block 2 courses end in 01.

**Subtotal: 50-58**

Total Credit Hours: 50-58
COURSE DESCRIPTIONS

ART - Art

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

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

BGRD - Business

BGRD 50400 - Advanced Financial Reporting (3)

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

BGRD 50500 - Accounting Practicum (3)

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

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

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

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

An introduction to how products pass through the first part of the value chain, from sourcing to goods production or service execution. The course covers basic concepts related to the creation and delivery of products, both tangible and intangible. Topics include strategy; supply chain management; goods production and service delivery; quality control; inventory, forecasting, and planning; and information technology applications. Prerequisite: Undergraduate degree. 2 credits.

BGRD 51100 - Pre-MBA Management Module (2)

BGRD 51200 - Pre-MBA Accounting Module (4)

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

BGRD 51300 - Pre-MBA Marketing/Operations Management Module (4)

BGRD 51400 - Pre-MBA Finance Module (4)

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

BGRD 51500 - Marketing Research (3)

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

BGRD 54400 - Employment Law (3)

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

BGRD 58000 - Export/Import Operations (3)
Overview of the major considerations involved in the export-import process. Exploration of documentation, transportation, marketing, and finance of export-import operations. Discussion of legal aspects and legislative constraints confronting exporters and importers, along with governmental support programs, where available. Concentrations on the relevant issues in exporting from and importing into the United States; parallel examples from other countries are given where information is available. Graduate students must complete additional course requirement(s). 3 credits. (IRR)

Distribution: NLA.

BGRD 59000 - Seminar in International Business (3)
A capstone course in international business that analyzes a number of cases using knowledge and skills from previous courses in international business or those with global/comparative content. The main objective is to develop a clear understanding of problems and practices of decision making in international business operations. Graduate students are required to complete an extra course requirement. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 59700 - Selected Topics in Business (1 to 3)
BGRD 59701 - Selected Topics in Business (1 to 4)
Distribution: NLA.

BGRD 59702 - Selected Topics in Business (1 to 4)
Distribution: NLA.

BGRD 59703 - Selected Topics in Business (3)
BGRD 59704 - Selected Topics in Business (3)
BGRD 59705 - Selected Topics in Business (3)
Topics of current interest to faculty and students. Experimental courses are offered under this number and title. May be repeated for credit for different selected topics. Graduate students are required to complete an extra course requirement. Offered on demand only. Prerequisite: Graduate standing. 3 credits.

BGRD 59900 - Independent Study in Graduate Business (1 to 3)
Intensive study under the supervision of a faculty adviser. Designed to allow graduate students to study wholly new subject matter or to greatly expand the subject matter of a regularly scheduled course. Requires a written proposal and approval of the M.B.A. program director. Independent studies are not allowed during summer session I except under special circumstances as determined by the M.B.A. program director or dean. Prerequisite: Graduate standing. 3 credits.

BGRD 60200 - Advanced Auditing & Research (3)
Case and research-oriented study of topics in auditing. Through a series of cases and related research, students will engage in the practice of auditing using real-world situations as the foundation for technical and theoretical discussions of issues facing the modern auditor. Cases will be chosen to reflect current and emerging topics in the practice of public accounting, financial auditing, fraud investigation, and forensic accounting. Auditing communications tools will also be emphasized. Prerequisite: ACCT 40600. Required for M.B.A. in professional accountancy. 3 credits.

BGRD 60300 - Taxation for Managers (3)
Study of income tax provisions relating to individuals, corporations, partnerships, exempt entities, gifts, and estates, including sophisticated tax provisions such as corporate liquidations, international transactions, and tax planning for managers. Students will solve complex tax problems through the use of a tax service and obtain practical experience in locating applicable code sections, regulations, IRS rulings, and court decisions. Prerequisite: ACCT 49300. Required for M.B.A. in professional accountancy.

BGRD 60500 - Accounting Practicum (3)
Supervised work experience in audit, tax, and accounting in a C.P.A. firm, at various tax preparation sites, or in an organization where responsibilities include nonroutine projects requiring analysis and decision making. Professional skills are emphasized. Prerequisite: Graduate standing. 3 credits.

BGRD 60600 - Accounting for Executive Decisions (3)
This course focuses on the use of accounting information for executive planning and control decisions in a global, competitive environment, and emphasizes the application of management accounting concepts and analytical skills to solve technical and behavioral problems. Topics include budgeting, long-term planning, relevant costs for decision making, opportunity cost concepts, divisional control, performance evaluation, and social and ethical impacts of decisions. Prerequisites: Graduate standing. 3 credits.

BGRD 60800 - Contemporary Issues in Accounting (3)
The capstone course for the M.B.A. in professional accountancy program. Integrates previous accounting coursework while examining advanced topics of current relevance in the profession to enhance students’ preparedness for certification and career success. Teamwork is an important component of the course. Prerequisites: Graduate standing. BGRD 60200; BGRD 60400; BGRD 60500. 3 credits (S)

BGRD 61000 - Managing in a Global Economy (3)
Examination from a global strategic perspective of the management of companies with operations in multiple countries. Lectures, discussions, and analyses of cases are
used to study the external environmental influences (economic, political, cultural, etc.) on company strategies; internationalization processes of firms; sources of competitive advantage for companies and countries; advantages and disadvantages of "multi-domestic" versus global strategies; links between strategy and structure in international operations; mode of entry decisions; and management of business functions such as marketing, financing, and human resources from an international perspective. Prerequisite: graduate standing. Required. 3 credits. (Y)

BGRD 61500 - Decision Support Analysis (3)
An application-based course that emphasizes linear programming, model development, and the proper use of scientific quantitative decision-making methods in the business environment. Topics include transportation and transshipment models, nonlinear optimization, project scheduling, inventory and waiting line models, simulation, and forecasting. Required. 3 credits (Y)

BGRD 62000 - Strategic Planning & Business Policy (3)
An examination of how organizations gain and sustain competitive advantage in a global environment, and how business policies and corporate strategies are successfully planned, implemented, and executed. The course emphasizes integration of functional areas of business through case analysis and the development of skills for thinking strategically about organizations from a general management perspective. Prerequisites: BGRD 60500 or BGRD 60600; BGRD 63200; BGRD 64000; BGRD 65000; BGRD 65100 and BGRD 66000. Required. 3 credits. (U,IRR)

BGRD 63200 - Corporate Financial Management (3)
Valuation techniques and capital budgeting; risk analysis and capital market theories; capital structure policies; advantages and limits of leverage; nature and scope of long-term financing; financial planning and short-term financing techniques; mergers and acquisitions; financial distress; and international corporate finance. Lectures and analyses of cases are employed to discuss theories and test their applications. Required. 3 credits.

BGRD 64000 - Marketing Management (3)
Fundamental marketing topics, including marketing research, product design, distribution, pricing, and promotion of goods and services. Ethical considerations and issues in multinational marketing are emphasized. The marketing environment is also covered as it affects decision making. The course combines theory with applications through required readings, analyses of cases, and research projects. Required. 3 credits.

BGRD 64100 - Marketing: Electronic Commerce (3)
Addresses the growth of the Internet, its emerging role as a marketing medium, and, in light of marketing-mix variables, its advantages and disadvantages relative to traditional marketing practices. Several industries where the web shows the greatest potential for growth are studied in detail: news, entertainment, travel, tourism, and financial services. Students learn how to create web pages, how to design online survey forms, and how to analyze survey responses using statistical software. Most of the information needed for this course is available directly from the Internet. Prerequisite: graduate standing. Elective. 3 credits.

BGRD 65000 - Organizational Structure and Processes (3)
An examination of the organizational structure, processes, leadership, and behaviors involved in the operation of the business enterprise and the management of change. Examines the human factors impacting leadership and teamwork, including interpersonal effectiveness, group processes, conflict, personal values, diversity, and ethical issues. Prerequisite: Graduate standing. Required. 3 credits.

BGRD 65100 - Professional and Organizational Development (3)
This course familiarizes M.B.A. students with critical aspects of professional and organizational development through pertinent literature and application of best practices. The first half of the course focuses on career and personal development. Students will explore professional development strategies and how career success is perceived and obtained. The second half of the course focuses on developing the key skills needed to be organizational problem solvers and agents of change. Students will analyze organizational problems and responses. Topics include identifying, diagnosing, and analyzing problems; planning responses; mobilizing resources; decision making; facilitating change; and evaluating potential risks, consequences, and outcomes. Prerequisite: Graduate standing. 3 credits (IRR).

Distribution: NLA.

BGRD 66000 - Sustainable Practices in Operations and Technology (3)
An integrated view of the operations management in organizations from a senior management application perspective. Covers topics such as sustainable development, lean operations, business modeling, theory of constraints, life cycle design, six sigma, and advanced technologies. Focuses on the application of these concepts to problem-solving and case analyses. Prerequisites: Graduate standing; BGRD 61500. Required. 3 credits. (Y)

BGRD 67000 - Commercial Law (3)
Introduction to the concepts, rules, and principles that form the foundation of Uniform Commercial Code law. Students become aware of potentially serious legal situations; learn legal language to discuss such situations; learn how and when to contact an attorney; and learn specific rules and
regulations of laws governing negotiable instruments, secured transactions, bulk transfers, bankruptcy, principle agency (employment law), warranties, product liability, contracts, and business formation. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 67100 - Law for Managers (3)
Preparation for managers to recognize and understand major legal issues they will confront in business. Aspects of law are introduced through comprehensive reading and discussion. Applied aspects include learning negotiation, mediation, and arbitration techniques; learning how to hire and work with legal counsel; and preventive law approaches to discrimination, criminal, and corporate issues. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 69700 - Selected Topics in Graduate Business (3)
BGRD 69701 - Selected Topics in Graduate Business (3)
BGRD 69702 - Selected Topics in Graduate Business (3)
BGRD 69703 - Selected Topics in Graduate Business (3)
Special courses may be offered that include topics of interest to faculty and students. This arrangement permits offerings to be responsive to evolving faculty and student interests. This course may be repeated for different selected topics (for a total of no more than 6 credits of selected topics courses). Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 69704 - ST: Corporate Finance Theory and Practice (3)
Special courses may be offered that include topics of interest to faculty and students. This arrangement permits offerings to be responsive to evolving faculty and student interests. This course may be repeated for different selected topics (for a total of no more than 6 credits of selected topics courses). Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 69800 - Internship in Graduate Business (1 to 3)
Supervised, off-campus work experience in a sponsoring organization. Provides advanced, hands-on managerial experience through direct and meaningful participation in management-level projects and/or consultative assignments that are significant in scope and at a level of responsibility appropriate for graduate degree credit. Prerequisites: Successful completion of 15 credits in graduate business and permission of the M.B.A. program director. 1-3 credits. (F,S)

BGRD - Business-Grad

BIOC - Biochemistry
BIOC 58100 - Current Topics in Biochemistry (3)
TBA

Distribution: LA.

BIOL - Biology
BIOL 50500 - Parasitology (3)
TBA
Distribution: LA.
BIOL 56100 - Ecophysiology (3)
TBA
Distribution: LA.
BIOL 57600 - Endocrinology (3)
TBA
Distribution: LA.
BIOL 57800 - Evolution (3)
TBA
Distribution: LA.
BIOL 57900 - Aquatic Ecology (3)
TBA
Distribution: LA.
BIOL 60000 - Independent Study in Biology (3)
One-semester course in which a student may pursue a topic of interest in biology, supervised by a member of the department. Course may be repeated for credit, up to a maximum of 6 credits. Offered on demand only. Prerequisite: Permission of instructor. 3 credits. (IRR)

BIOL 60200 - Independent Research in Biology (3 to 6)
Original research participation with a faculty member in a specialized field. Designed to strengthen the student's understanding of the nature of science, science research methodology, and the scientific literature. Course may be repeated for credit, up to a maximum of 6 credits. Offered on demand only. Prerequisite: Permission of instructor. 3-6 credits. (IRR)

CHEM - Chemistry
CHEM 52100 - Advanced Organic Chemistry (3)
TBA
Distribution: L.A.
CHEM 53200 - Bio-Organic Chemistry (3)
TBA
Distribution: L.A.
CHEM 54200 - Computational Chemistry (3)
TBA
COMM - Communications

COMM 50100 - Designing Communication Strategies (3)
An overview of the theory and practice of analyzing organizational strategies and applying communication and learning theory, as well as models of practice, to designing appropriate methods of enhancing those strategies. Readings and projects focus on branding and image change management, persuasion, and instructional design using a variety of contemporary strategies and media. The course includes a group project during which students work with a client to design systems, strategies, and messages to accomplish a specific organizational goal. Required. 3 credits.

COMM 50300 - Theoretical Foundations (3)
Comprehensive overview of communication theories, learning theories, and theories of organizing as they apply to contemporary organizational practice. Emphasis is on analytical understanding of underlying assumptions and major theoretical paradigms from the humanities, social sciences, education, and management. Required. 3 credits.

COMM 50500 - Visual Design and Organizational Media (3)
An examination of the design and production of visual media to be used in organizational presentations. Study of visual literacy theory and research, principles of visual design, and the structuring and delivery of presentations. Students apply visual theories and principles to create still and motion images for messages in stand-up and stand-alone presentations. Required. 3 credits.

COMM 51000 - Contemporary Topics (1 to 3)
In-depth investigation of particular current topics and issues in the field. Students examine current theory and practice in a given area. A different topic is selected each term. Examples of topics include knowledge management, crisis communication, development, fund-raising, ethics, new media systems, and globalization. Elective. 1-3 credits each (up to 6 credits total). May be repeated.

COMM 51100 - Contemporary Topics (1 to 3)
existing within cultures. Both domestic and international organizations are examined. Current organizational practice is assessed, with particular attention to issues such as gender, race, age, ethnicity, nationality, class, sexual orientation, and disability. Elective. 3 credits.

COMM 62000 - Communication Technology and Policy (3)

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

COMM 63000 - Corporate Communication Media (3)

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

COMM 63100 - Crisis Communication (3)

Explore how organizations strategically manage various disasters or emergencies. Students will apply communication theories to analyze actual crises (technological, natural or environmental, managerial, consumer, etc.). In-depth discussions of these situations will assist students in understanding critical issues that emerge and communicative processes, practices, and competencies. Elective. 3 credits. (Y)

COMM 63500 - E-Learning (3)

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

COMM 63600 - Online Learning and Collaboration (3)

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

COMM 64100 - Managing Corporate Communication and Training (3)

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

COMM 64300 - Research Methods in Communication (3)

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

COMM 65000 - Independent Study (1 to 3)

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

COMM 65100 - Independent Study (1 to 3)

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

COMM 66000 - Internship (1 to 6)

Jointly supervised work experience in the field of communications with a cooperating organization. Intended to provide the intern with an opportunity for professional growth. No more than 6 credits of internship and/or tutorial may be counted toward the 36 required credits. Prerequisites: Completion of 12 graduate credits and a GPA of 3.00 or better and permission of the graduate chair. Graded pass/fail only. Elective. 1-6 credits each (up to 6 credits total).

COMM 66100 - Internship (1 to 6)
Jointly supervised work experience in the field of communications with a cooperating organization. Intended to provide the intern with an opportunity for professional growth. No more than 6 credits of internship and/or tutorial may be counted toward the 36 required credits.

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

COMM 68000 - Seminar: Theory in Practice (3)

Capstone course in which students examine relationships of theory and practice in conducting an applied project for a client organization. Includes study of project management and consulting and a written and oral presentation before a panel of faculty to synthesize and reflect on the project and its relation to key theories and competencies learned in the previous required courses. Prerequisite: All other required courses must be completed or in progress. Required. 3 credits.

COMM 69000 - Thesis (3)

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

COMM 69100 - Thesis (3)

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

COMM - Communications-Graduate

EDUC - Education

EDUC 50000 - Professional Development Seminar (0)

Seminar in the development of a personal philosophy of education; the preparation of a professional portfolio; and the design, completion, and presentation of an action research project. Students must pass two summer semesters of this course, one in the first summer of the program, and the other in the final summer of the program. Required. Pass/fail only. 0 credits. (Sum)

Distribution: TE.

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

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

Distribution: LA,TE,UND.

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

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

Distribution: NLA,TE.

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

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

Distribution: NLA,TE.

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

Research and practice in models of teaching, motivation, and classroom management that span the disciplines and promote effective teaching at the middle and high school levels. Emphasis on instructional planning, assessment of student learning, differentiation, and the integration of literacy across the disciplines. Introduction to structured observation, reflective practice, and action research. Field experience required. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits.

Distribution: NLA,TE.

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

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

Distribution: NLA,TE.

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

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

Distribution: NLA,TE.

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

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

Distribution: NLA,TE.

EDUC 51210 - Seminar in Reflective Practice (3)

Taken concurrently with EDUC 60000. Critical reflection on teaching and learning, including content knowledge, planning and instruction, positive learning environment, diversity, technology, assessment, collaboration and outreach, and professional development. Literacy issues and methodologies. Teachers as action researchers. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, Y)

Distribution: LA,TE.

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

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

Distribution: TE.

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

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

Distribution: LA.

EDUC 60000 - Professional Semester in Education (6)

A full semester of observation and supervised teaching at both the middle and high school levels. Additional coursework may not be taken without permission of department chair and coordinator of teacher education. Prerequisites: EDUC50800, one of the following: EDUC 50510, EDUC 51010, EDUC 51110, EDUC 51210, EDUC 51310; concurrent enrollment in EDUC 60100. 6 credits. (F,S,Y)

Distribution: LA,TE,UND.

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

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

Distribution: TE.

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

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

Distribution: TE.

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

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

Distribution: TE.

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

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

Distribution: TE.

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

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

Distribution: TE.

**ENGL - English**

ENGL 52000 - Seminar in English Language Arts (3)

This course will help prepare pre-service teachers to teach language and writing in secondary school English courses. It will investigate elements of the English language necessary for understanding and communicating in written and spoken English, and it will study issues in composition as they relate to the teaching of writing. Emphasis on speaking and writing skills; required research project. Prerequisites: For graduate students in the M.A.T. English program; undergraduates may take the course with the approval of the coordinator of teacher education. 3 credits. (F,SU)

Distribution: LA.

ENGL 53000 - Seminar in World Literature (3)

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

Distribution: LA.

ENGL 57000 - Seminar in American Lit (3)

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

Distribution: LA.

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

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

Distribution: LA.

**ESSG - Exercise Sport Sciences**

ESSG 51200 - Psychological Perspectives of Sport (3)

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

ESSG 51300 - Psychological Applications to Sport Performance (3)

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

ESSG 51400 - Counseling Student-Athletes (3)

Introduces the student to the many areas of study within the sport consulting and counseling fields. Concepts of an applied nature focus on skills currently used in counseling student-athletes. The basics for applying appropriate counseling strategies to various student-athlete populations
ESSG 51500 - Effective Team Building (1)
Focuses on an understanding of people and the interpersonal communication and leadership skills necessary for effective and cohesive team development. Stages of group development, barriers to change, and conflict resolution are discussed. 1 credit. (SU)

ESSG 51600 - Motivation for Superior Performance (2)
Focuses on an understanding of motivation and its importance to performance. Various motivational approaches are discussed, with emphasis on influencing others toward goal adherence and attainment. 2 credits. (SU)

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

Distribution: NLA.

ESSG 52000 - Advanced Biomechanics of Human Movement (0 or 3)
An in-depth exploration of the biomechanics of human motion focusing on the concepts and skills needed to perform and interpret biomechanical analyses of a variety of human movements. Topics include anthropometry, kinematics, kinetics, and mechanical work, energy, and power. Selected human movement skills from sport, clinical, and occupational settings will be examined in lecture and during hands on laboratory experiences. Students may not get credit for both ESSG 52000 and EXSS 42000. Graduate students have additional workload and responsibilities. Prerequisites: Undergraduate physics and biomechanics. 3 credits. (S,Y)

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

Distribution: NLA.

ESSG 54000 - Physiological Mechanisms of Exercise: Cellular Aspects (3)
Focuses on metabolic and muscular aspects of exercise, primarily addressing cellular mechanisms that explain physiological responses and adaptations occurring with exercise. Discussion of related endocrinological issues and performance-enhancing agents augments presentation of basic cellular material. Data collection using key pieces of laboratory equipment is selectively integrated. Prerequisites: Undergraduate exercise physiology course.

ESSG 54200 - Physiological Mechanisms of Exercise: Systemic Aspects (3)
Focuses on cardiovascular, pulmonary, thermoregulatory, immunological, and renal aspects of exercise, primarily addressing the physiological responses and adaptations these systems undergo with exercise. Data collection using key pieces of laboratory equipment is integrated into the course. Prerequisites: Undergraduate exercise physiology course. 3 credits. (S, Y)

ESSG 54400 - Multidimensional Assessment of Physical Function (3)
Team-taught survey of the physical functions that affect performance, physical abilities, and activities of daily living (ADL) in various populations. Musculoskeletal function, coordination and motor skills behavior, and body composition are examined as they influence performance decrements, physical dysfunction, pain, and the ability to perform ADLs. Also examined are evaluations of physical function and alternative approaches to movement training so as to enable appropriate recommendation or referral. Prerequisites: Undergraduate exercise physiology and biomechanics or kinesiology. 3 credits. (F, Y)

ESSG 54500 - Instrumentation of Biomechanics (3)
An introduction to the tools and techniques used in biomechanical analyses of human movement. Emphasis is placed on video analysis, including video equipment, videographic principles, qualitative analysis, and 2-D and 3-D quantitative analysis. Hands-on experiences with different types of video equipment and analysis systems are provided. Students complete human movement analysis projects using different video systems. Familiarity with other biomechanics instrumentation such as force plates will be provided based on student interest. Prerequisite: Advanced undergraduate biomechanics, graduate biomechanics, or permission of instructor. 3 credits. (IRR)

Distribution: NLA.

ESSG 54600 - Cardiopulmonary Assessment for Exercise (3)
Techniques for assessment of cardiovascular and pulmonary disease as well as functional capacity in these conditions. Emphasis is placed on electrocardiography and maximal grades exercise testing. Other diagnostic techniques (e.g., echocardiography, nuclear imaging) are also presented. Discussion of the impact of assessment information and medications on appropriate exercise prescriptions. Material will help in meeting requirements for certification by outside agencies (e.g., ACSM). Credit may not be received for both this course and EXSS 46400. Graduate students have additional workload and responsibilities. 3 credits. (F,Y)

ESSG 54800 - Pathophysiology, Limited Capacity, and Exercise (3)
Study of the pathophysiology of disease and disabling states, the assessment of exercise potential, and the special considerations for the prescription of exercise in these cases. Cardiac and pulmonary rehabilitation and diabetic and special considerations for aging are discussed. Renal disease, osteoporosis, arthritis, brain disorders (e.g., Parkinson's), low back pain, chronic fatigue, multiple sclerosis, and depression are also addressed. Material will help in meeting requirements for certification by outside agencies (e.g., ACSM). Credit may not be received for both this course and EXSS 44800. Graduate students have additional workload and responsibilities. 3 credits. (S,Y)

ESSG 61000 - Survey of Statistical Methods (0 or 3)
Survey of modern statistical techniques. Descriptive statistics: use of scales, measures of central tendency and dispersion, organization of data, and correlations. Inferential statistics: parametric and nonparametric methods. May include a laboratory component. Required. 3 credits. (S,Y)

ESSG 61100 - Research Methods (3)
Introduction to the research process. Consideration and analysis of each type of research (e.g., philosophical-historical, descriptive, and experimental). Development of library and writing skills, use of research tools for data collection and analysis, and interpretation of data. Required. 3 credits. (F,Y)

ESSG 61200 - Leadership in Exercise and Sport (3)
Examines the importance of developing effective individual, team, and corporate sport leadership. Emphasis is placed on assessing and enhancing leadership qualities, developing strategies for building influential and effective leadership personnel, mentoring (identifying, nurturing, and equipping) leaders, and understanding situational, transformational, charismatic, and servant leadership. Material is presented via small group, seminar, lecture, and student-taught workshop and student-based (cooperative learning) discussion formats. 3 credits. (SU, Y)

Distribution: NLA.

ESSG 61400 - Professional Practice Issues in Sport Psychology (3)
Examines various issues pertinent to professional practice in sport psychology. Topics include clarification of a sport psychology consultant's role, ethical guidelines, supervision, AAASP certification, working with diverse populations and youth athletes, and the use of psychological tests and interventions. Developing a consulting business and marketing as a sport psychology consultant are also covered. Students have the opportunity to develop their own consulting philosophy, a professional portfolio, and a resume/vita. 3 credits. (S,Y)

Distribution: NLA.

ESSG 61600 - Applied Counseling in Sport Psychology (3)
Provides students the opportunity to develop their own personal counseling style. Students learn to combine various mental training and counseling techniques. Students are given the opportunity to practice through various role plays and class discussions of case studies. Several methods of counseling and consulting are introduced that can be used with athletes. Prerequisite: ESSG 51300. 3 credits. (S, Y)

ESSG 62000 - Thesis I (3)
Open only to qualified and preapproved students who are preparing a proposal for an original scholarly thesis. Conducted on a conference basis with the thesis adviser, the course culminates in a thesis proposal. The thesis proposal must gain approval of the thesis adviser, thesis committee, and the graduate chair. Guidelines are available from the office of the graduate chair. The completed thesis must gain departmental and graduate office approval. Required for thesis plan. 3 credits.

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

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

ESSG 63200 - Group Research (1 to 3)
Group participation in a research project. Small groups of students, under the direction of a faculty adviser, engage in the research process, from literature review, proposal development, submission of human subjects' review documents, data collection, data analysis, and presentation of the data. 1-3 credits. (IRR)

Distribution: NLA.

ESSG 63201 - Group Research (1 to 3)
Group participation in a research project. Small groups of students, under the direction of a faculty adviser, engage in the research process, from literature critique, proposal development, submission of human subjects' review documents, data collection, data analysis, and presentation of the data. Prerequisites: Permission of instructor. 1-3 credits. (IRR)

Distribution: NLA.

ESSG 64000 - Seminar (0)
In-depth seminar on particular topics associated with academic concentrations offered in exercise and sport sciences. Students explore and critically examine current readings, philosophies, theories, and/or practices associated with a given topic and discuss potential applications of these concepts to actual or simulated situations. Students may present research findings, thesis proposals, or thesis defenses. Students must pass two semesters of seminar. Pass/fail only. 0 credits. (F, S)

ESSG 64500 - Psychophysiology of Exercise and Sport (3)
Examines the interaction between psychological states and physiological function, particularly within the realm of exercise and sport. Specific topics include neurohormonal and physiological correlates of disordered eating behaviors, body image, perceived exertion, aggression, stress responses, overtraining, and other behaviors. The way exercise works as a mind-body medicine modality, including mental health and maintenance of cognitive function, is examined. Cognitive states, including arousal and intentionality, are examined as they influence physiological adaptations made during training. 3 credits. (W)

Distribution: NLA.

ESSG 64800 - Strength and Conditioning: Theories, Mechanisms, and Applications (3)
Evidence-based presentation and discussion of methods practiced for improvement of strength and conditioning. Enhancement of athletic performance through new or accepted strength and conditioning techniques will be emphasized, though rehabilitative issues may also be addressed. Prerequisite: One course in exercise physiology. 3 credits. (Sum)

Distribution: NLA.

ESSG 66000 - Internship (1 to 3)
Supervised work experience in an agency related to the student's concentration in the master's degree program. Approval and support of a graduate faculty sponsor and the graduate chair are required, and prerequisite coursework may be needed. 1-3 credits, for a total of 3 credits. May be repeated for a total of no more than 6 credits. (F, S, SU)

ESSG 69900 - Selected Seminars (1 to 3)
Advanced courses on particular topics associated with academic concentrations offered in the exercise and sport sciences programs. Courses are offered at irregular intervals on topics chosen by faculty members or resulting from student requests. Course may be repeated for credit for selected topics on different subjects. Prerequisite: Permission of instructor. 1-3 credits. (IRR)

ESSG 74200 - Advanced Techniques of Athletic Training (3)
Consideration of the prevention, management, and rehabilitation of sports injuries. Essential concepts include anatomical basis of common injuries, injury assessment, and principles of therapeutic exercise for areas often injured. Laboratory time is included. Prerequisite: EXSS 24700 or equivalent, or permission of instructor. 3 credits. (SU)

ESSG Exercise Sport SciencesGrad

FREN - French

FREN 50100 - Seventeenth- and Eighteenth-Century French Literature (3)
TBA
Distribution: L.A.

FREN 50400 - The French Medieval Experience (3)
TBA
Distribution: L.A.

FREN 51500 - French Literature of the Renaissance (3)
TBA
Distribution: L.A.

FREN 55100 - Nineteenth- and Twentieth-Century French Literature (3)
TBA
Distribution: LA.

FREN 57700 - Seminar: Readings in French Literature (1 to 3)
TBA
Distribution: LA.

FREN 59900 - Independent Study: French (1 to 3)
Individual research, study, and/or writing on particular topics, supervised by a member of the department. Offered on demand only. Prerequisites: permission of instructor. 3 credits. (IRR)
Distribution: LA.

HINT - Health Interdiscip Studies
HINT 53000 - Seminar: Capstone in Health Care Teams (1)
Students will observe and evaluate the collaboration of interdisciplinary team-management principles and intervention planning strategies and techniques. Includes travel to national and/or international sites where interdisciplinary collaboration in a multi-cultural setting is practiced. 1 credit. May be repeated up to 3 credits. (F, Su, Y)

HIST - History
HIST 58100 - Seminar in European History (3)
Advanced study of historical content, method, and research on special topics in European history. Intensive discussions of assigned readings, the writing of a research paper, and the development of an instructional unit plan relevant to the social studies curriculum. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (Y)
Distribution: LA.

HIST 58200 - Seminar in Global History (3)
Advanced study of historical content, method, and research on special topics in global history. Intensive discussions of assigned readings, the writing of a research paper, and the development of an instructional unit plan relevant to the social studies curriculum. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (Y)
Distribution: LA.

HIST 58300 - History Seminar, United States (3)
Advanced study of historical content, method, and research on special topics in United States history. Intensive discussions of assigned readings, the writing of a research paper, and the development of an instructional unit plan relevant to the social studies curriculum. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (Y)
Distribution: LA.

HIST 58301 - History Seminar, United States (3)
Distribution: LA.

HIST 58302 - History Seminar: United States (3)
Introduction to problems of historical method and research in U.S. history. Must be taken at home campus. Prerequisites: permission of instructor. 3 credits. (F-S,Y)
Distribution: LA.

HIST 59900 - Independent Study in History (1 to 3)
Special research on an individual project arranged by a student with a particular faculty member. The project may includes reading books and writing papers under the guidance of the faculty member, with a performance expectation of graduate-level work. Offered on demand only. Prerequisites: Permission of instructor. 1-3 credits. (IRR)
Distribution: LA.

HPEG - Health Education and Physical Education
HPEG 52500 - Critical Perspectives in Health and Physical Activity (3)
Focuses on critical examination of significant issues within the fields of health, physical education, and sport. Emphasis is on the identification of issues, systematic analysis, and application of theories to problem solving. Students are encouraged to be advocates for change in the arena of public policy and within local settings. 3 credits. (S,Y)

HPEG 53500 - Methods of Assessment in School and Community Settings (3)
Students will learn how to use various assessment techniques to evaluate and improve school and community health education and physical education programs. Traditional and alternative assessment approaches will be described and students provided with opportunities to apply these approaches to practical settings. 3 credits. (SU,Y)
Distribution: TE.

HPEG 54000 - Strategies for Teaching (3)
Examines instructional theories and models of teaching while focusing on practical applications that can lead to the improvement of teaching in physical education. Current research on teacher effectiveness, instructional strategies, and planning for student learning are incorporated. A
cros-disciplinary, theory-into-practice approach is emphasized. 3 credits. (F, Y)

HPEG 54200 - Supervision in Physical Education (3)
Supervision is critical to the professional development of teachers and the enhancement of student learning. The principles of supervision and the function of the supervisor as a responsible leader in improving instruction in physical education are the focus of the course. Topics include supervisory models, observation of instruction, teacher development, and supervisory conferences. 3 credits. (SU, Y)

HPEG 54400 - Curriculum Design and Analysis in Physical Education (3)
Examines curricular theories, models, trends, and issues in physical education curriculum development. Examples of program innovations and the incorporation of national and state standards in school curriculums are addressed. 3 credits. (S, Y)

HPEG 54600 - Analysis of Teaching and Coaching Behavior (3)
Students will learn how to use systematic observation techniques to observe and modify teachers’ and coaches’ behaviors. An overview of the most widely used observation systems in teaching and coaching is presented and guidelines for their use are discussed. Practical applications of systematic observation in professional preparation, in-service teacher education, and coaching are discussed. Students engage in systematic observation of teachers and coaches, including the use of videotapes. 3 credits. (IRR)

HPEG 55000 - Physiological Basis of Fitness in School-Aged Children (3)
Knowledge about physiological responses in children to exercise. Focuses on physiological changes that occur during childhood and document the differences between children and adults. A major emphasis is placed upon the assessment of health-related fitness and the prescription of various types of activities for children. 3 credits. (S, Y)

HPEG 56500 - Stress Management (3)
This course examines theories, models, trends, and issues in stress management. The anatomical, physiological, and psychological basis of stress serves as the foundation for the exploration and application of various stress-management approaches. Current research in the field, ranging from the relationship of stress to disease to the efficacy of various coping techniques, is critically analyzed. This class may be offered online. 3 credits. (Y)

HPEG 57500 - Models and Theories in Health Education (3)
This class will present populations-based health behavior and health promotion models and theories that are commonly used to influence behavior change. The course focuses on understanding the conceptual framework, relevant research, and guiding principles of behavior change in individuals and populations in order to inform planning the delivery of and guiding the evaluation of the effectiveness of health promotion programs. 3 credits. (S, Y)

Distribution: TE.

HPEG 57700 - Teaching and Learning for Healthy Growth and Development (3)
Provides an overview of health education teaching and learning strategies for use in community and/or school settings. Special attention is given to the skills, instructional strategies, and techniques needed to develop an optimal learning environment to promote success for all learners. Students will be provided with opportunities to review and apply a wide range of strategies through readings, discussions, observations, planning, practice teaching, and critical analysis of quality teaching and learning in the health education field. 3 credits. (F, Y)

Distribution: TE.

HPEG 58500 - Epidemiological Approaches to Disease Prevention and Control (3)
This course is designed to examine the history, principles, and practices in the cause, prevention, and control of diseases. Epidemiologic terminologies and measures such as morbidity, mortality, fertility, descriptive and analytic epidemiology, screening, infectious disease, and occupational epidemiology in public health practice will be covered. 3 credits. (S, Y)

HPEG 58700 - Multicultural Health Issues (3)
Addresses the issues of ethnicity, culture, and race as they relate to health. It examines a variety of intercultural issues, including power and oppression, and how they affect the lives of children, adults, and families living in the United States. 3 credits. (S, Y)

HPEG 58900 - Environmental Dimensions in Health Education (3)
Explores current environmental problems and issues related to public health. Topics include health risk assessment, management, and communication; sources of pollution; environmental and health effects of war; food safety; and other environmental health areas. Emphasis is placed upon individual and community responsibilities for promotion of environmental health. Format for the course will include lectures and small-group seminars. 3 credits. (F, Y)

HPEG 59900 - Selected Seminars (1 to 3)
In-depth study of selected topics within the fields of physical education and health. Critical examination of research, theories, and/or practices associated with the selected topic, with discussion regarding practical
In-depth study of selected topics within the fields of physical education and health. Critical examination of research, theories, and/or practices associated with the selected topic with discussion regarding practical applications. Students may repeat this course for a maximum of 6 credits. 1-3 credits per course. (SU,Y)

HPEG 59906 - Selected Seminars (1 to 3)

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

HPEG 59907 - Selected Seminars (1 to 3)

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

HPEG 59908 - Selected Seminars (1 to 3)

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

HPEG 59909 - Selected Seminars (1 to 3)

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

HPEG 59910 - Selected Seminars (1 to 3)

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

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

An introduction to the research processes found in the health and physical education literature. Various experimental, qualitative, and nonexperimental research designs will be presented. Provides the opportunity for development of library skills, development of skills for reading and interpreting research literature, and development of scientific writing skills. 3 credits. (F, Y)
HPEG 61500 - Technological Applications in Education (3)
Introduces students to technological applications within education, with an emphasis on the use of technology to enhance the delivery of instruction and improve student learning. The course will also focus on the use of technology as a vehicle for professional development. Students incorporate different theories of learning into the design of media-based experiences for students of all levels. This course integrates theory and practice. 3 credits. (W,Y)

HPEG 62100 - Fieldwork (1 to 6)
Provides an opportunity for qualified students to engage in a practical, meaningful work experience in a physical activity and/or health-related setting, within either a school or community environment. The fieldwork experience provides the opportunity for students to put theory into practice as well as become involved in the day-to-day activities of the organization under the guidance of a qualified worksite supervisor and the Ithaca College faculty sponsor. 1-6 credits.

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

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

HPEG 71000 - Thesis I (3)
Open only to qualified and preapproved students who are conducting an original research project. Conducted on a conference basis with the thesis adviser, the course culminates in a written thesis and oral thesis defense. In order to enroll in Thesis II, the student must have an approved thesis proposal. Guidelines are available from the office of the graduate chair. This is a pass/fail course. Prerequisites: HPEG 71000 and approval of thesis adviser and graduate chair. 3 credits. (F,S,SU,Y)

HPEG - Health Physical Educ - Grad

MATH - Mathematics

MATH 50100 - Selected Topics in Theoretical Continuous Mathematics (3)
TBA
Distribution: LA,NS.

MATH 50200 - Selected Topics in Theoretical Discrete Mathematics (3)
TBA
Distribution: LA,NS.

MATH 51000 - Graduate Seminar in Mathematics (3)
The seminar will address a selection of topics in mathematics, devoting several weeks to each topic. Topics will be chosen to deepen mathematical knowledge and to examine connections with secondary school mathematics curriculum. Class discussions, individual research, presentations and projects will be central to the course. 3 credits. (F,Y)
Distribution: LA.

MATH 54000 - Selected Topics in Applied Mathematics (3)
TBA
Distribution: LA.

MATH 58000 - Connections in Advanced Mathematics (3)
TBA
Distribution: LA,NS.

MATH 59900 - Independent Study in Mathematics (1 to 3)
Reading on selected advanced subjects, with frequent, informal discussions with the instructor. Fulfills a required mathematics elective. This course may be repeated for credit. Prerequisites: permission of instructor. 1-3 credits. (IRR)
Distribution: LA.

MUED - Music Education

MUED 50100 - Advanced Choral Conducting (2)
Study of conducting choral music with a variety of styles and interpretive techniques. Students have the opportunity to conduct several visiting high school or college choirs during class sessions. 2 credits.

MUED 50200 - Advanced Instrumental Conducting (2)

Studies and practices aimed toward the improved clarity of basic stick technique through the use of unequal motions (rhythmic and melodic). Practical exploration of rehearsal techniques with an emphasis on clarity and efficiency in solving problems of balance, ensemble, intonation, and phrasing. 2 credits.

MUED 54000 - Materials and Rehearsal Techniques for the Public School Wind Band (2)

An in-depth investigation of principles and procedures for developing the public school wind band, including the study and evaluation of materials appropriate for teaching elementary, junior high, and senior high school band. Included is the examination of method books, instructional materials, and music for wind band. 2 credits.

MUED 54100 - Choral Rehearsal and Vocal Techniques (2)

Study, through lectures, class discussions, and student conducting, of basic principles and procedures in developing the choral ensemble and choral literature for various ensemble levels. Considerable attention is devoted to the care and teaching of the adolescent voice, both in the solo and the ensemble situation. 2 credits.

MUED 54200 - Materials and Rehearsal Techniques for the School Orchestra (2)

An investigation of principles and procedures for developing the public school orchestra, including the study and evaluation of materials appropriate for teaching elementary, junior high, and senior high school orchestra, as well as large group lessons. Included is the examination of method books, instructional materials, and music for orchestra. 2 credits. (Sum, IRR)

MUED 54900 - Marching Band Techniques (2)

A study of techniques employed by high school and college marching bands, including arranging fundamentals and charting procedures. Each student is required to chart an entire field band show. Extensive use is made of film and videotape. 2 credits.

MUED 57100 - Suzuki Seminar I (3)

An in-depth study of the philosophy, psychology, and pedagogy of the Suzuki method. An in-depth study of the Suzuki repertoire contained in the Suzuki Association of the Americas (SAA) foundation unit, and units I and II with emphasis on both the pedagogical understanding and the performance skills of the pieces. A special study is made of techniques needed to teach preschool children. 3 credits.

MUED 57200 - Suzuki Seminar II (3)

Continuation of Suzuki Seminar I with emphasis on the repertoire and pedagogy continued in the SAA units III and IV. An analysis of how Shinichi Suzuki's approach to the technique fits into the broader historical development of instrument technique. 3 credits.

MUED 59400 - Multicultural Perspectives in Music Education (2 to 3)

An in-depth investigation of world musics, including inherent cultural values and identities, with a focus on American public school curricula and pedagogies. 2-3 credits.

MUED 62800 - Early Music Performance Practice Ensemble (0 to 1)

Ensemble experience and exposure to early music literature. Several concerts are scheduled each semester. Class meeting: Two hours per week. 0-1 credit. (S)

MUED 63300 - Choral Conducting (1 to 2)

MUED 63400 - Choral Conducting (1 to 2)

MUED 63500 - Instrumental Conducting (1 to 2)

MUED 63600 - Instrumental Conducting (1 to 2)

MUED 65000 - Music for Elementary Classroom Teachers (1)

This course focuses on using music in the elementary school classroom. Topics include cross-curricular use of music, repertoire, and materials for appropriate grade levels. 1 credit. (U)

Distribution: TE.

MUED 65400 - Portfolio and Presentation I (1)

An independent planning, analysis, and reflective project directed by a member of the graduate music education faculty. Study includes the development of a process-product portfolio and a detailed investigation of personal pedagogical beliefs and practices based on the student's graduate music education coursework and teaching experience. Prerequisites: For matriculated music education graduate students, to be taken concurrently with MUED 68000. 1 credit.

Distribution: TE.

MUED 65500 - Portfolio and Presentation II (1)

A continuation of the project started in MUED 65400, leading to a final presentation. Further development of a process-product portfolio and a detailed investigation of personal pedagogical beliefs and practices based on the student's graduate music education coursework and teaching experience. Prerequisites: For matriculated music education graduate students, to be taken concurrently with MUED 68200. 1 credit.

Distribution: TE.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 67300</td>
<td>Suzuki Practicum I (2)</td>
<td>A practical application of the techniques learned in Suzuki Seminars I and II in a &quot;live&quot; private school situation. 2 credits.</td>
</tr>
<tr>
<td>MUED 67400</td>
<td>Suzuki Practicum II (2)</td>
<td>A practical application of the techniques learned in Suzuki Seminars I and II in a &quot;live&quot; private school situation. Completion of Suzuki Practicum II fulfills the requirements of SAA unit IX. 2 credits.</td>
</tr>
<tr>
<td>MUED 67800</td>
<td>Psychology of Music Teaching (3)</td>
<td>An investigation and discussion of current theories of learning as they relate specifically to the teaching of music. This course includes the study of specific teaching strategies, research techniques, tests and measurements, and the nature of musical response. Prerequisites: MUTH 65200. 3 credits. Distribution: TE.</td>
</tr>
<tr>
<td>MUED 68000</td>
<td>Seminar in Music Education (3)</td>
<td>Research, presentation, and discussion of papers on topics of concern to music education. Topics include special music teaching techniques and philosophy, curricular developments, current research, and educational policy. Prerequisite: MUED 68000 or permission of instructor. 3 credits. Distribution: TE.</td>
</tr>
<tr>
<td>MUED 68300</td>
<td>Practicum in Teaching (2)</td>
<td>A professional experience relating to the music teaching and learning process. Under the supervision of a music education faculty member, the student chooses one or more specific pedagogical topics. A synthesis of the topics is demonstrated during actual teaching situations, during discussions at personal conferences, and in a final written summary report. 2 credits.</td>
</tr>
<tr>
<td>MUED 69000</td>
<td>Comprehensive Curriculum: General and Choral Music, K-8 (3)</td>
<td>For the instrumental and vocal music educator seeking a comprehensive understanding of pedagogical techniques and materials appropriate for general music and choral programs in a K-8 music curriculum. 3 credits.</td>
</tr>
<tr>
<td>MUED 69100</td>
<td>Music Education for the Special Learner (3)</td>
<td>Materials, techniques, and curriculum for teaching music to the special learner in school music programs. 3 credits.</td>
</tr>
<tr>
<td>MUED 69200</td>
<td>Administration and Supervision of Music Education (3)</td>
<td>Detailed consideration of the functions of supervisors and directors of music education in administering music programs in elementary and secondary schools. 3 credits.</td>
</tr>
<tr>
<td>MUED 69300</td>
<td>Music, Humanities, and Related Arts (3)</td>
<td>An exploration of relationships between music and other arts. Consideration of works of art in terms of social, political, religious, economic, and philosophical implications. Teaching the arts as a humanistic discipline. 3 credits.</td>
</tr>
<tr>
<td>MUED 69700</td>
<td>Topics in Music Education (1 or 2)</td>
<td>This course focuses on the development of techniques or on recent trends in music education. One concept or development is studied to acquaint students with the practical, theoretical, and/or research techniques needed in effectively adapting new concepts of music teaching. IOR 2 credits. (U, IRR) Distribution: NLA,TE.</td>
</tr>
<tr>
<td>MUED 69701</td>
<td>Topics in Music Education (1 or 2)</td>
<td>This course focuses on the development of techniques or on recent trends in music education. One concept or development is studied to acquaint students with the practical, theoretical, and/or research techniques needed in effectively adapting new concepts of music teaching. IOR 2 credits. (U, IRR) Distribution: NLA,TE.</td>
</tr>
<tr>
<td>MUED 69702</td>
<td>Topics in Music Education (1 or 2)</td>
<td>This course focuses on the development of techniques or on recent trends in music education. One concept or development is studied to acquaint students with the practical, theoretical, and/or research techniques needed in effectively adapting new concepts of music teaching. IOR 2 credits. (U, IRR) Distribution: NLA,TE.</td>
</tr>
<tr>
<td>MUED 69703</td>
<td>Topics in Music Education (1 or 2)</td>
<td>This course focuses on the development of techniques or on recent trends in music education. One concept or development is studied to acquaint students with the practical, theoretical, and/or research techniques needed in effectively adapting new concepts of music teaching. IOR 2 credits. (U, IRR) Distribution: NLA,TE.</td>
</tr>
<tr>
<td>MUED 69704</td>
<td>Topics in Music Education (1 or 2)</td>
<td>This course focuses on the development of techniques or on recent trends in music education. One concept or development is studied to acquaint students with the practical, theoretical, and/or research techniques needed in effectively adapting new concepts of music teaching. IOR 2 credits. (U, IRR) Distribution: NLA.</td>
</tr>
<tr>
<td>MUED 69705</td>
<td>Topics in Music Education (1 or 2)</td>
<td>This course focuses on the development of techniques or on recent trends in music education. One concept or development is studied to acquaint students with the practical, theoretical, and/or research techniques needed in effectively adapting new concepts of music teaching. IOR 2 credits. (U, IRR) Distribution: NLA.</td>
</tr>
</tbody>
</table>
This course focuses on the development of techniques or
on recent trends in music education. One concept or
development is studied to acquaint students with the
practical, theoretical, and/or research techniques needed in
effectively adapting new concepts of music teaching. 1 or 2
credits. (U, IRR)

Distribution: NLA.

MUED 69706 - Topics in Music Education (1 or 2)

This course focuses on the development of techniques or
on recent trends in music education. One concept or
development is studied to acquaint students with the
practical, theoretical, and/or research techniques needed in
effectively adapting new concepts of music teaching. 1 or 2
credits. (U, IRR)

Distribution: NLA, TE.

MUED 69707 - Topics in Music Education (1 or 2)

This course focuses on the development of techniques or
on recent trends in music education. One concept or
development is studied to acquaint students with the
practical, theoretical, and/or research techniques needed in
effectively adapting new concepts of music teaching. 1 or 2
credits. (U, IRR)

Distribution: NLA, TE.

MUED 69708 - Topics in Music Education (1 or 2)

This course focuses on the development of techniques or
on recent trends in music education. One concept or
development is studied to acquaint students with the
practical, theoretical, and/or research techniques needed in
effectively adapting new concepts of music teaching. 1 or 2
credits. (U, IRR)

Distribution: NLA.

MUED 69709 - Topics in Music Education (1 or 2)

This course focuses on the development of techniques or
on recent trends in music education. One concept or
development is studied to acquaint students with the
practical, theoretical, and/or research techniques needed in
effectively adapting new concepts of music teaching. 1 or 2
credits. (U, IRR)

Distribution: NLA.

MUED 69710 - Topics in Music Education (1 or 2)

This course focuses on the development of techniques or
on recent trends in music education. One concept or
development is studied to acquaint students with the
practical, theoretical, and/or research techniques needed in
effectively adapting new concepts of music teaching. 1 or 2
credits. (U, IRR)

Distribution: NLA.

MUED 69800 - Selected Topics (3)

Intensive course concentrating on recent trends in music
education. One concept or development is studied in depth
each semester in order to acquaint students fully with the
practical, theoretical, and research techniques needed in
effectively adapting new concepts of music teaching. 3
credits.

MUED 69900 - Selected Topics (3)

Intensive course concentrating on recent trends in music
education. One concept or development is studied in depth
each semester in order to acquaint students fully with the
practical, theoretical, and research techniques needed in
effectively adapting new concepts of music teaching. 3
credits.

MUED 70500 - Successful Leadership in Contemporary
Music Education (0 to 2)

This workshop, designed for the contemporary music
educator and/or supervisor, examines effective leadership
and its relationship to the successful music education
program. 0 - 2 credits. (U)

Distribution: TE.

MUED 73500 - Choral Music Experience (0 to 2)

This course involves the teaching of ways to incorporate
national standards into the choral setting while enhancing
the quality of the performance experience and the quality
of sound of the ensemble. The Choral Music Experience
course is designed to help participants learn an integrated
approach to music education, combining the development
of performance skills with the acquisition of musical
knowledge. 0 - 2 credits. (Sum)

Distribution: NLA, TE.

MUED 73700 - Workshop: Wind Conducting (0 to 2)

The course focuses on conducting technique, rehearsal
techniques, and repertoire for wind ensembles. An
important component of the course is the opportunity to
conduct, with critique, a live ensemble on a variety of
standard wind works. The course also includes discussion
of current trends in music education including national
standards as related to wind conducting/teaching. 0 - 2 cr.

Distribution: NLA, TE.

MUED 74000 - Suzuki Foundation Unit (0 to 1.5)

Distribution: UND.

MUED 74100 - Suzuki Unit I (0 to 3)

Distribution: UND.

MUED 74200 - Suzuki Unit II (0 to 1.5)

Distribution: UND.

MUED 74300 - Suzuki Unit III (0 to 1.5)

Distribution: UND.
MUED 74400 - Suzuki Unit IV (0 to 1.5)
Distribution: UND.

MUED 74500 - Suzuki Unit V (0 to 1.5)
Distribution: UND.

MUED 74600 - Suzuki Unit VI (0 to 1.5)
Distribution: UND.

MUED 74700 - Suzuki Unit VII (1.5)
Distribution: UND.

MUED 74800 - Suzuki Unit VIII (0 to 1.5)
Distribution: UND.

MUED 78000 - The Healthy Musician (0 to 1)
This comprehensive three-day program of seminars and workshops focuses on health and musical performance. A multidisciplinary faculty examines the physical and mental factors that affect both the musician and performance and discusses the care and prevention of music-related injuries. Participants choose sessions for health care providers or sessions for musicians. Areas of instruction include basic anatomy and physiology, exercise prescription, posture, stress, mental training and practice techniques, common injuries, Feldenkrais exercises, Alexander Technique exercises, learning styles (Neuro-Linguistic Programming), splinting, and biofeedback. Musicians demonstrate five major instrument groups (reeds, strings, keyboards, voice, and brass). Both a musician case study and a faculty recital are given. Musicians are invited to bring their instruments each day. To register for the workshop, you must complete the registration form in the Healthy Musician brochure, which is available on request from the summer sessions office. 0-1 credit.

Distribution: NLA.

MUED 78300 - SAA Practicum Unit Violin (0 to 1.5)
Distribution: NLA.

MUEN - Music Ensembles

MUEN 60400 - Piano Ensemble (0 or 1)
Study and performance of music for piano four hands, one and two pianos, and eight hands, two pianos. Class meeting: Two hours per week. 0 or 1 credit. (F-S)

MUEN 60500 - Wind Ensemble (0 or 1)
A select wind and percussion ensemble with an active program of concerts scheduled throughout the school year. Open to any student who can qualify by audition. Class meeting: Five hours per week. 0 or 1 credit. (F-S)

MUEN 60600 - Concert Band (0 or 1)
A wind and percussion ensemble open to any student who can qualify by audition. Several concerts are scheduled each semester. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 60700 - Symphonic Band (0 or 1)
A wind and percussion ensemble open to any student who can qualify by audition. Several concerts are scheduled each semester. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 60800 - Choir (0 or 1)
A select choral ensemble with an active performance schedule. Open to any student who can qualify by audition. A commitment for both fall and spring semesters is required. Class meeting: Five hours per week. 0 or 1 credit. (F-S)

MUEN 60900 - Chorus (0 or 1)
A large choral ensemble open to any student who can qualify by audition. Several concerts are scheduled each semester. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 61000 - Women's Chorale (0 or 1)
A choral ensemble open to all female students who can qualify by audition. Several concerts are scheduled each semester. A commitment for both fall and spring semesters is required. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 61100 - Symphony Orchestra (0 or 1)
The orchestra is open to any student who can qualify by audition. An active program of concerts is scheduled each semester. Class meeting: Five hours per week. 0 or 1 credit. (F-S)

MUEN 61300 - Madrigal Singers (0 or 1)
A select vocal chamber ensemble with an active performance schedule. Open to any student who can qualify by audition. Class meeting: Two hours per week. 0 or 1 credit. (F-S)

MUEN 61400 - Contemporary Chamber Ensemble (0 or 1)
The rehearsal and performance of chamber music written in the 20th century, with emphasis placed on recently composed works. Open to any student who can qualify by audition. Class meetings by arrangement. 0-1 credit. (F-S)

MUEN 61500 - Guitar Ensemble (0 or 1)
Performance situations for small guitar ensembles of varying combinations. Class meeting: One hour per week. 0 or 1 credit. (F-S)

MUEN 61900 - Jazz Laboratory (0 or 1)
Experience in jazz ensemble playing. Open to any student who can qualify by audition. Several concerts are scheduled each year. Class meeting: Four hours per week. 0 or 1 credit. (F-S)
A select chamber orchestra open to any student who can qualify by audition. An active schedule of concert appearances is maintained throughout the year. Class meeting: Three hours per week. 0 or 1 credit. (F-S)

MUEN 62200 - Instrumental Chamber Music (0 or 1)
Study, rehearsal, and performance of a broad spectrum of chamber music by selected ensembles. Class meeting: One hour of coaching and a minimum of two hours of rehearsal per week. 0-1 credit. (F-S)

MUEN 62205 - Instrumental Chamber Music (0 or 1)
Study, rehearsal, and performance of a broad spectrum of chamber music by selected ensembles. Class meeting: One hour of coaching and a minimum of two hours of rehearsal per week. 0-1 credit. (F-S)

MUEN 62300 - Brass Choir (0 or 1)
Study, rehearsal, and performance of standard brass choir literature and orchestral works. Open to any student who can qualify by audition. Class meeting: Two hours per week. 0-1 credit. (F-S)

MUEN 62500 - Vocal Jazz Ensemble (0 or 1)
A select jazz chamber ensemble for singers and instrumentalists. Open to any student who can qualify by audition. An active program of concerts is scheduled each semester. Class meeting: Two hours per week. 0-1 credit. (F-S)

MUEN 62700 - Percussion Ensemble (0 or 1)
Ensemble experience and exposure to contemporary percussion literature. Several concerts are scheduled each semester. Open to any student who can qualify by audition. Class meeting: Four hours per week. 0-1 credit. (F-S)

MUEN 62800 - Early Music Performance Practice Ensemble (0 or 1)
Ensemble experience and exposure to early music literature. Several concerts are scheduled each semester. Open to any student who can qualify by audition. Class meeting: Four hours per week. 0-0.5 credit for music majors; 1 credit for non-music majors. (F-S)

MUEN 64000 - Musical Theater Rehearsal and Performance (0 or 1)
Participation in rehearsal and performance of a major musical theater production sponsored jointly with the Department of Theatre Arts in the School of Humanities and Sciences. Students receive credit for assignments in instrumental or vocal performance. Evaluated for pass/fail grade only by the music faculty member in charge of the designated area of specialization. Evaluation based on degree of professional attitude and quality of performance. Audition required prior to enrolling. 0-1 credit. (F-S)

MUMC - Music-Miscellaneous

MUMC 50300 - Computer Technology in Music Education (2)
Advanced course in computer technology for students majoring in music education. Activities include surveying current CAI materials, creating MIDI and digital audio resources for web delivery, and developing musical resources designed for use in teaching. 2 credits.

MUMC 50400 - Interactive Multimedia Design (2)
Study of musical applications in multimedia design. 2.0 credits (F,S).

MUMC 51000 - Feldenkrais for Musicians (1)
This course is based on the "awareness through movement" lessons developed by Moshe Feldenkrais. Through gentle movement sequences, musicians can learn to improve coordination, posture, and balance, which can lead to more artistic performance. 1 credit.

MUMC 51100 - Creative Arts Methods for Older Adults (3)
Techniques for developing a creative arts program that includes music, drama, and movement for older adults. The process combines an overview of gerontology issues and their relationship to the needs of older adults. Classes meet on campus and at local adult-care facilities. 3 credits.

MUMC 52000 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)

Distribution: NLA.

MUMC 52001 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)

Distribution: NLA.

MUMC 52002 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)

Distribution: NLA.

MUMC 52003 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)

Distribution: NLA.

MUMC 52004 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)

Distribution: NLA.
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)
Distribution: NLA.
MUMC 52006 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)
Distribution: NLA.
MUMC 52007 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)
Distribution: NLA.
MUMC 52008 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)
Distribution: NLA.
MUMC 52009 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)
Distribution: NLA.
MUMC 52010 - Selected Topics in Art Song Literature (1)
A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)
Distribution: NLA.
MUMC 54500 - Musical Theater Workshop (2)
A team-taught, interdisciplinary, performance-oriented course designed to integrate musical and theater performance skills through the selection, development, and presentation of scenes from musicals. Admission by audition presented to the faculty at the first meeting of each semester or by permission of instructors. May be repeated for credit up to a maximum of 8 credits. 2 credits.
MUMC 54700 - Opera Workshop (2)
A team-taught, interdisciplinary, performance-oriented course designed to integrate musical and theater performance skills through the selection, development, and presentation of scenes from the standard and contemporary operatic repertoire. Admission by audition presented to the faculty at the first meeting of each semester or by permission of instructors. May be repeated for credit up to a maximum of 8 credits. 2 credits.
MUMC 55000 - Reed Making (1)
Laboratory course in the making of single and double reeds. 1 credit.
MUMC 55500 - Vocal Pedagogy (2)
Aspects of teaching voice, private or group, at the secondary and college level. Writings of vocal pedagogues and voice scientists are studied. Students are expected to develop vocal exercise procedures and compile lists of adaptable teaching repertoire. Faculty members assist with lectures and discussions. This course is not limited to voice majors, but vocal ability adequate to demonstrate is required. 2 credits.
Distribution: NLA.
MUMC 56900 - String Instrument Maintenance and Repair (1)
An introductory course dealing with string instrument adjustments, troubleshooting, and emergency repairs typically needed by teachers in public school music programs. 1 credit.
MUMC 57000 - Introduction to Brass Repair (1)
An introduction to the care, maintenance, and repair of the trumpet, horn, trombone, and tuba. 1 credit.
MUMC 57100 - Introduction to Woodwind Repair (1)
An introduction to tools and toolmaking, care of woodwinds, emergency repairs, basic clarinet repair skills, and work with flute and saxophone. This course is less detailed than MUMC 47200. 1 credit.
MUMC 57200 - Woodwind Repair (2)
A skill development course designed to help the musician care for and service woodwind instruments. Primary emphasis is on clarinet, followed by significant coverage of flute and saxophone, with brief units on oboe and bassoon. Individual projects are encouraged as competence progresses. 2 credits.
MUMC 57400 - Vocal Coaching and Recital Preparation Lab (0 or 1)
Vocal coaching for graduate voice students preparing required recitals, and collaborative pianists. Coaching occurs in both group and private settings. Students perform and critique performances in a lab setting as the main component of the course. Coaching covers historical and analytical details of the repertoire. 0 OR 1 credit. (F-S, Y)
Distribution: NLA.
MUMC 58100 - Selected Topics in Music (1 to 3)
Study of topics in music chosen by the instructor and approved by the appropriate department. 1-3 credits.
MUMC 58300 - Performance Studies in Early Music (2)
The study and performance of early music for singers and instrumentalists. Projects will require transcribing music from primary and secondary sources, studying performance techniques on available historical instruments, and rehearsing and performing the transcribed music. Historical authenticity versus modern practicality.
MUMC 58500 - Survey of Piano Literature I (1)
The study of piano literature from the high baroque through the middle romantic periods. The unique facets of each style are explored through analysis, outside readings, score study, guided listening, and individual performances. Periodic examinations and individual projects are required. One hour of lecture and one half hour of lab meetings weekly. 1 credit.

MUMC 58600 - Survey of Piano Literature II (1)
The study of piano literature from the middle romantic period through the 20th century. The unique facets of each style are explored through analysis, outside readings, score study, guided listening, and individual performances. Periodic examinations and individual projects are required. One hour of lecture and one-half hour of lab meetings weekly. 1 credit.

MUMC 58700 - Survey of Violin and Viola Literature (2)
The study of violin and viola literature from the 17th through the 20th century. The unique facets of each style are explored through analysis, outside readings, score study, guided listening, and individual performances. Weekly aural assignments, individual projects, and periodic examinations are required. 2 credits.

MUMC 58900 - Wind Literature and Performance Practice (2)
The study of wind literature from its beginning in the music of Gabrieli through the classical wind serenades of Mozart to the composers of today. The course will include music written for wind chamber groups, as well as music for wind ensemble and the traditional concert band. 2 credits. (F,IRR)

MUMC 59000 - Choral Literature and Performance Practice (2)
A survey of choral literature and performance practices from the Renaissance to the present. 2 credits. (S)

MUMC 59300 - Piano Pedagogy (0 or 2)
In-depth study by keyboard majors of methods and materials pertaining to the study of piano as both a major and minor instrument. Special consideration is given to the area of beginning piano study. Various aspects of both the group and individual lesson are considered. 2 credits.

MUMC 59400 - Piano Technology (2)
Study of the art and science of piano tuning, repair, and action regulating, including history of the piano and its predecessors, physics of keyboard instruments, and practical work in maintenance and rebuilding of pianos. 2 credits.

MUMC 61100 - Recital (1 to 3)

MUMC 61101 - Recital (1 to 3)

MUMC 61200 - Lecture-Recital (1)

MUMC 64500 - Seminar in Instrumental Conducting (1)
Puts students in closer contact with the standard repertoire of the orchestral, operatic, and wind band genres, and gives them weekly podium time with the goal of developing advanced conducting skills needed to lead a high-level instrumental ensemble. Repertoire includes major works of the orchestral, operatic, and wind repertoire. Corequisites: PFMJ 64500. 1 credit. (F-S)

MUTH Music Theory Sightsinging Composing

MUTH 50100 - Intensive Part-Writing and Analysis (2)
A study of tonal harmony and syntax. Students will assimilate the voice-leading and functional conventions of music from the common-practice period through part-writing, model composition, and analysis. 2 credits.

MUTH 52100 - Topics in Music Theory and Analysis (2)
Changing topics in music theory and analysis. 2 credits.

MUTH 52900 - Advanced Aural Skills (1)
Advanced course in dictation and aural skills with an emphasis placed on music since 1900. Graduate students must meet additional standards as set forth by the professor. 1 credit.

MUTH 53100 - Sixteenth-Century Counterpoint (2)
Study of polyphonic techniques based on the stylistic principles of 16th-century sacred literature. Composition of canons, motets, and movements from the mass. 2 credits.

MUTH 53200 - Eighteenth-Century Counterpoint (2)
Study of polyphonic techniques based on the stylistic principles of 18th-century keyboard literature. Invention (two- and three-voice), choral prelude, canon, and fugue are studied. Analysis and written projects. 2 credits.

MUTH 53500 - Choral Arranging (2)
Functional and theoretical writing for elementary and junior high school choruses, special choirs, and mixed choral groups. Analysis and study of choral part-writing encompassing unison, simple two-, three-, and four-part, and multi-voice units. 2 credits.

MUTH 53700 - Orchestration (2)
Study of orchestral and band instruments in terms of range, transposition, and individual characteristics. Scoring of works for both standardized and less common ensembles of various sizes. Performance of works in class whenever possible. 2 credits.

MUTH 54100 - Music from 1600 to 1800 (3)
Examination of musical styles and repertoire from the beginnings of functional harmony to the end of the classical era. Focus will be on figures such as Monteverdi, Schütz, Lully, Purcell, Bach, Handel, Mozart, and Beethoven. Overviews of musical contexts in which these composers worked will provide opportunities for discussion of culture and associated musical figures. 3 credits.

MUTH 54200 - Music since 1800 (3)

Examination of musical styles and repertoire from early 19th century to the present. Focus will be on figures such as Schubert, Brahms, Verdi, Wagner, Debussy, Schoenberg, Stravinsky, and Messiaen. Overviews of musical contexts in which these composers worked will provide opportunities for discussion of culture and associated musical figures. Study of topics from approximately 1900 on will frequently extend to concert music traditions beyond Western Europe. 3 credits.

MUTH 54301 - Pedagogy of Music Theory (3)

A survey of the pedagogical aspects of teaching music theory and aural skills on the high school and college level. Focus on current approaches, presentation, and implementation of materials suitable for the study of theory, harmony, and aural skills. 3 credits.

MUTH 55100 - Instrumental Chamber Music Literature (3)

A historical survey of instrumental chamber music from the Renaissance to the present day. 3 credits.

MUTH 55200 - History and Literature of the Art Song (3)

A broad historical survey of the secular art song from the Middle Ages to the present with greatest emphasis on the German, French, Italian, and English song repertory of the 18th and 19th centuries. 3 credits.

MUTH 55700 - History and Literature of Opera (3)

Traces the history, development, and repertory of opera from the beginning of the baroque period to the present. The primary focus of the course, however, is on the standard performing repertory from Handel through Britten. Live performance in class and video excerpts of great performances provide stimuli for class discussion. 3 credits. (F, B)

MUTH 55800 - The Symphony (3)

The study of orchestral music, tracing its development from the baroque era to the 20th century. Representative examples of the concerto and symphonic poem are included. 3 credits.

MUTH 56400 - Introduction to Composition (2)

The study and practice of compositional procedures used in traditional and contemporary concert music, leading to composing brief works for solo instruments and small chamber ensembles. 2 credits. (F)

MUTH 57400 - Stylistic Analysis of Tonal Music (2)

Detailed analysis of stylistic characteristics and compositional techniques found in works by composers from the classical and romantic eras. A variety of analytical approaches is employed, based on their suitability to particular works. 2 credits.

MUTH 57500 - Stylistic Analysis of Post-Tonal Music (2)

Detailed analysis of stylistic characteristics and compositional techniques found in music written from 1900 to present. 2 credits.

MUTH 65200 - Bibliography and Research in Music (3)

Survey of the basic bibliographical materials and references in the various fields of music. Methods of research are considered, as well as the establishment and efficient use of bibliographical data. Attention to special bibliographical problems, practical research, and writing of the research paper. This course should be taken in the first semester of degree study. 3 credits.

MUTH 65400 - Independent Research (1 to 3)

Research projects in the areas of music history, literature, theory, or pedagogy under the advisement of a faculty member from the appropriate field. May be taken for 1 credit by students who are preparing for a lecture-recital to be given during the following semester. The project normally culminates in a paper or formal report. Prerequisites: MUTH 65200 and permission of the graduate adviser and the faculty member involved. 1-3 credits.

MUTH 65500 - Independent Research (1 to 3)

Research projects in the areas of music history, literature, theory, or pedagogy under the advisement of a faculty member from the appropriate field. May be taken for 1 credit by students who are preparing for a lecture-recital to be given during the following semester. The project normally culminates in a paper or formal report. Prerequisites: MUTH 65200 and permission of the graduate adviser and the faculty member involved. 1-3 credits.

MUTH 65501 - Independent Research (1 to 3)

Research projects in the areas of music history, literature, theory, or pedagogy under the advisement of a faculty member from the appropriate field. May be taken for 1 credit by students who are preparing for a lecture-recital to be given during the following semester. The project normally culminates in a paper or formal report. Prerequisites: MUTH 65200 and permission of the graduate adviser and the faculty member involved. 1-3 credits.
An independent research project required of composition majors. The student analyzes selected compositions from the repertoire of music since 1945 and writes a major paper comparing and contrasting the compositional techniques utilized. The project is directed by a faculty member of the Theory, History, and Composition Department, selected in consultation with the graduate chair. Prerequisites: MUTH 65200, MUTH 66400. 2 credits.

MUTH 66000 - Thesis (3)
A formal thesis, which must be a composition of large proportion for chamber ensemble (quartet or larger), orchestra, wind ensemble, or chorus with instrumental ensemble. A performance of the thesis is recommended. 3 credits.

MUTH 66100 - Composition (3)
Stimulation of the inventive capacity and realization of the musical concept in tones (and the symbols representing them). The student practices self-expression in a variety of the smaller and in some of the larger forms, and so becomes familiar with the skills required for composition. Knowledge of theory, harmony, and musical form is a prerequisite. Open only by permission of the instructor. 3 credits each.

MUTH 66200 - Composition (3)
Stimulation of the inventive capacity and realization of the musical concept in tones (and the symbols representing them). The student practices self-expression in a variety of the smaller and in some of the larger forms, and so becomes familiar with the skills required for composition. Knowledge of theory, harmony, and musical form is a prerequisite. Open only by permission of the instructor. 3 credits each.

Distribution: UND.

MUTH 66300 - Composition (3)
Stimulation of the inventive capacity and realization of the musical concept in tones (and the symbols representing them). The student practices self-expression in a variety of the smaller and in some of the larger forms, and so becomes familiar with the skills required for composition. Knowledge of theory, harmony, and musical form is a prerequisite. Open only by permission of the instructor. 3 credits each.

MUTH 66400 - Analytical Techniques (3)
Detailed study of methodologies used when analyzing tonal music, including Schenkerian and motivic approaches and theories of rhythm and meter. 3 credits.

- Area of concentration (12-15)
- Area of concentration (18)
- Elective (1)
- Electives (0-3)
- Electives (2-4)
- Electives (2)
- Electives (9)
- Four graduate electives
MUED 59xxx - Electives in music education (MUED 59000-59999) (3)
MUED 69xxx - Electives in music education (MUED 69000-69999)
MUED 74x00 - Summer Suzuki Teacher Institute (3)
- MUEN 6xxxx Ensemble
MUTH xxxx - Electives in music, including at least one 2-credit course in theory/composition (excluding Intensive Part Writing and Analysis) (14-16)
MUTH xxxx - Two of the following major-field literature courses*: Symphony, History and Literature of Opera, Choral Literature and Performance Practice, or Wind Literature and Performance Practice (4-6)
MUxx xxxx - Electives in music theory, music history and literature, music education, applied music, or ensemble, including at least 7 credits of coursework outside performance study or ensembles (16)
MUxx xxxx - Electives (4-5)
MUxx xxxx - Electives (8)
MUxx xxxx - Electives in music theory, music history and literature, music education, performance and ensemble, or general studies selected in conference with major adviser (9)
- One graduate elective
  - or
  - or
  - or
  - or
OTMS xxxx - Clinical Elective I (3)
OTMS xxxx - Clinical Elective II (3)
PDPT 59900-59925 - Selected Topics in Physical Therapy (1-3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail. 1-3 credits.
PDPT 69000-69010 - Selected Topics in Physical Therapy (0)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail. 0 credits.

PFMJ 6xxxx - Performance (major instrument) (3)

PFMJ 6xxxx - Performance (minor instrument) (2)

SPMG 6xxxx - Elective (3)

- Three graduate elective courses

xxx 5xxxx - Elective (3)

xxx 5xxxx - Graduate elective (3)

xxx 6xxxx - Elective (3)

xxx 6 xxxx - Graduate elective (3)

OTMS - Occupational Therapy

OTMS 50000 - Functional Human Anatomy (0 or 5)

Study of the gross anatomical components of the human body through the use of lecture and lab activities without dissection. Emphasis is placed on the musculoskeletal and neurovascular systems found in the extremities, and in the head and neck trunk, with less emphasis on the thorax and abdominal walls. 5 credits. (SU,Y)

OTMS 50500 - Occupational Therapy Theory (4)

Occupational therapy process, principles, and theory are introduced and explored with a focus on clinical reasoning and models of practice. Occupation as the core of practice, its elements as they are viewed today, and their historical and philosophical background are discussed. The analysis, synthesis, and implementation of occupations for use in assessment and intervention are practiced through experiential labs and assignments. Methods for the evaluation and critique of existing and emerging theories are applied to selected theoretical models of practice. 4 credits. (SU,Y)

OTMS 51000 - Neuroscience (0 or 3)

Introduction to the science of the nervous system. Provides a framework for understanding the nervous system and the area of applied neurosciences. This course provides a scientific basis for improved patient care by clarifying the relationships between the nervous system and behavior. Selected laboratory and experiential activities enhance lecture, discussion, and reading materials. Prerequisites: OTMS 50000. 3 credits. (F,Y)

OTMS 52000 - Kinesiology (0 or 4)

The application of gross anatomy to the study of human movement, with emphasis on understanding the interrelated kinetics of normal motion of the musculoskeletal system as they influence functional activities. Evaluation procedures such as manual muscle testing (MMT), joint range of motion (ROM), palpation of surface anatomy, and kinesiological analysis of functional activities are used in laboratory sessions. Evidence-based practice in kinesiological assessment and intervention will be emphasized through advanced research projects. Prerequisites: OTMS 50000. 4 credits. (F,Y)

OTMS 52200 - Psychiatry in Occupational Therapy (3)

This course will explore the psychiatric conditions that are commonly seen in clinical and community settings. The effects of diagnoses and challenges of medication side effects will be reviewed in detail, including how these conditions affect body functions and structures and common functional limitations. Pertinent medical assessments, medicines, and team involvement will be included. Particular attention will be paid to dual or multi-diagnosis and multi-medication regimens and the challenges these scenarios present. A specific focus will include the role of support networks, including peer and consumer organizations and their role in mental health services and information sharing. An emerging practice-focused literature search will enable the student to search the Internet and other resources for diagnostic information, latest research and practice information, and related material. This paper will provide the foundation for a community-focused project that will connect students with community-based resources and needs. 3 credits (W,Y)

OTMS 53000 - Applied Interventions in Occupational Therapy (0 to 3)

Focus on selected preparatory and supporting methods used in OT practice. Emphasis is on selected occupational therapy intervention methods. The use of orthotics as a method in intervention supporting occupational therapy practice, the evaluation and intervention of selected biomechanical components, and prosthetics as an occupation-based activity are explored. Adaptation of methods for performing activities of daily living and design of equipment are also covered. Prerequisites: OTMS 57100; OTMS 52000. 3 credits. (S,Y)

OTMS 53500 - Group Process in Occupational Therapy (4)

This course focuses on therapeutic use of self in group relationships. Emphasis is on an action-based, helping, problem-solving model to guide individual interventions. Provides the cognitive, affective, and occupational basis to helping groups for various client populations and settings across the lifespan. Presents knowledge and experiential opportunity to gain skills to be a competent group leader using proven models of intervention. Emphasis will be placed on best practices across settings with a foundation in current research. Lecture and lab format. 4 credits. (S,Y)

OTMS 54000 - Concepts in Adult Occupational Therapy (0 or 4)

Concepts in occupational therapy for the adult population will be explored. Practice models that are suitable for the
adult client population will be addressed within the context of the occupational therapy process. Includes a case based seminar to integrate theory with practice. Prerequisites: OTMS 50000; Corequisites: OTMS 55000, OTMS-51000. 4 credits. (F, Y)

OTMS 54500 - Concepts in Pediatric Occupational Therapy (0 or 4)

Concepts in occupational therapy for the pediatric population will be explored. Practice models that are suitable for the pediatric client population will be addressed within the context of the occupational therapy process. Includes a case based seminar to integrate theory with practices. Prerequisites: OTMS 50000. Corequisites: OTMS 55500; OTMS 57500. 4 credits. (S, Y)

OTMS 55000 - Adult Evaluation and Intervention Processes in Occupational Therapy (3)
The occupational therapy evaluation and intervention processes for the adult population will be explored. This includes development of an occupational profile of the client and conducting an analysis of occupational performance. The intervention phase involves implementation and re-evaluation of the intervention plan. The course includes a clinical fieldwork experience. Prerequisites: OTMS 50000. Corequisites: OTMS 52000; OTMS 51000; OTMS 57100; OTMS 54000. 3 credits. (F,Y)

OTMS 55500 - Pediatric Evaluation and Intervention Processes in Occupational Therapy (3)
The occupational therapy evaluation and intervention processes for the pediatric population will be explored. This includes development of an occupational profile of the client and conducting an analysis of occupational performance. The intervention phase involves implementation and re-evaluation of the intervention plan. The course includes a clinical fieldwork experience. Prerequisites: OTMS 50000. Corequisites: OTMS 52000; OTMS 51000; OTMS 57100; OTMS 54000. 3 credits. (S, Y)

OTMS 56500 - Research Seminar (1)
A graduate seminar to focus student research in an area of faculty interest through a critical review of the literature and construction of structured research paper. Students develop a problem statement and question suitable for thesis research, supported with background, definitions, rationale, and a detailed outline of a research methodology. Oral presentation of a research proposal is required. 1 credit. (S,Y)

OTMS 57100 - Adult Clinical Conditions (3)
A study of selected systemic, medical-surgical, orthopedic, and neurological conditions. Includes concepts in the identification, definition, and medical management of these conditions affecting adults and older persons. Emphasis is placed on integration of etiology, pathology, and medical treatment of selected conditions with emerging evidence research and practice recommendations across disciplines, focusing on implications for future occupational therapy practice. 3 credits. (SU,Y)

OTMS 57500 - Pediatric Clinical Conditions (2)
This course will explore the pediatric conditions that are commonly seen by occupational therapists. Clinical settings where children may be seen will be introduced and discussed. Pediatric diagnoses will be reviewed in detail, including body functions and structures and common functional limitations. Pertinent medical assessments, medicines, and team involvement will be included. A literature-enhanced paper will enable the student to search the Internet and other resources for diagnostic information, latest research information, and related material. Prerequisites: OTMS 50000. 2 credits. (S,Y)

OTMS 59800 - Special Topics in Occupational Therapy (1 to 3)
Formal instruction in topics of current interest to graduate students and faculty in occupational therapy. Experimental and topical courses will be offered under this number and title. Course may be repeated for credit for different selected topics. Prerequisites: Permission of instructor. 1-3 credits. (IRR)

OTMS 60000 - Clinical Fieldwork II - Children and Adolescents (6)
Three months of full-time, supervised clinical experience with the opportunity to treat pediatric patients/clients. Assignment in a training center program approved in accordance with the American Occupational Therapy Association's standards of practice for occupational therapy education. Required course. Satisfactory/unsatisfactory only. 6 credits. (Sum,Y)

OTMS 61000 - Supervision in Occupational Therapy (2)
An applied course in supervision relating to the practice of occupational therapy. Includes elements of supervision, organizational behavior, and interaction strategies to further psychomotor, cognitive, and affective learning outcomes. Elective alternative to OTMS 67200. Corequisite: OTMS 67100. 2 credits. (S,Y)

Distribution: NLA.

OTMS 62000 - Advanced OT Theory and Practice (3)
Examination and critique of definitions, philosophy, generic base, and concepts in occupational therapy. Occupational therapy theory development, structure, and function are analyzed and critiqued as they relate to basic assumptions, frames of reference, and implications for practice and research. Focus is on research and theory development, and the application to theory to occupational therapy practice. (S,Y)

OTMS 62500 - Clinical Management in Occupational Therapy (3)
This course focuses on the practice of efficient and effective administration in a health care setting. Focus includes health systems perspective; service delivery models and mechanisms; service management of various clinical settings; resource management of personnel, finances, materials, and physical plant; and risk management. 3 credits (S,Y)

OTMS 62600 - Professional Practice in the Community (3)
Focuses on practice in educator, consultant, and advocacy roles in emerging areas of OT practice as well as nontraditional alternatives. Also examines transition to professional role in the community, including career development, professional responsibilities, current trends and issues, and engaging in clinical education.
Prerequisites: OTMS 66500. Corequisites: OTMS 62500, or a B.S. in occupational science at Ithaca College or permission of instructor. 3 credits. (S,Y)

OTMS 63900 - Occupational Therapy Graduate Clinic Experience (0 to 1)
This graduate elective course will allow students the opportunity for observation, participation, supervision of undergraduate students, and management of clinical cases provided through the Ithaca College affiliated Occupational Therapy Clinic with faculty supervision. Treatment of occupational therapy clients, as well as participation in other occupational therapy-related services provided by the clinic will be the focus of this course. The clinic will provide students with an experiential learning opportunity, while serving the needs of clients in the college and community. Prerequisites: Graduate standing, occupational therapy major, and permission of instructor. 0-1 credits. (Y)

OTMS 64100 - Adaptation and Environmental Modification (3)
Study of theories regarding human behavioral adaptation and development of skills to modify physical, emotional, social, and cultural environments to promote appropriate behavioral adaptations that facilitate engagement with the tasks that comprise life roles. Methods of environmental assessment and techniques for modification of physical spaces and equipment, temporal structures, and patterns of use are examined. 3 credits. (F,IRR)

OTMS 64300 - Cognitive Rehabilitation (3)
Occupational therapy assessment and intervention for persons with cognitive dysfunction. Evaluation instruments are derived from various theoretical perspectives. The focus is on assessment and intervention with brain-injured adults, but other patient populations are also considered. Intervention strategies and critical analysis of research are emphasized. Elective. 3 credits. (F,IRR)

OTMS 64500 - Vocational Readiness (3)
The role of occupational therapy in the vocational readiness process. Includes a review of vocational development and values, theoretical models, assessment, planning, treatment, and documentation. Vocational programming for children, adolescents, and adults with a variety of disabilities is discussed. Laboratory activities in vocational assessment and training are included. Students completing the course will be certified in the McCarron-Dial work evaluation system. Elective. 3 credits. (F,IRR)

OTMS 64600 - Play and Leisure (3)
Further exploration of the occupational concepts of play and leisure and their application to occupational therapy theory and practice. Developmental, theoretical, cultural, and philosophical aspects of play in normal individuals and individuals with disabling conditions. Use of play/leisure in assessment, play as means, and play as end in occupational therapy practice. Seminar and discussions are supplemented with experiential learning and laboratories. 3 credits. (F, IRR)

Distribution: NLA.

OTMS 65000 - Applied Pediatric Neuroscience (3)
Pediatric neuroscience and neuroscientific theories as they apply to pediatric practice. Theoretical and treatment models investigated include sensory integration (SI) theory, neurodevelopmental theory (NDT), and theories of motor control and motor learning for the treatment of children with a variety of developmental disorders. Clinical laboratories deal with treatment for children having cerebral palsy, learning disabilities, and related conditions. Prerequisites: Possession of B.S. degree in occupational science or OTMS 5000; OTMS 5100; OTMS 54500; OTMS 5500; OTMS 5500; OTMS 57500. 3 credits. (F, Y)

OTMS 65100 - Applied Adult Neuroscience (0 or 3)
The use of neurologically based approaches to the treatment of adults with stroke, head trauma, and other neurological disorders. Includes review of neuroanatomy and physiology and discussion and critique of neurologically based models, including contemporary task-oriented approaches, NDT, PNF, Brunstrom, and Rood techniques. Elective alternative to OTMS 65000.
Prerequisites: Possession of BS degree in Occupational Science or OTMS 5000; OTMS 5200; OTMS 5400; OTMS 5500; OTMS 57100; OTMS 57500. 3 credits. (F, Y)

OTMS 65500 - Technological Interventions in Occupational Therapy (0 or 3)
Examines the role of occupational therapists as part of an interdisciplinary team in the assessment, selection, application, and outcome of assistive technology for individuals with disabilities. Considers the use of technology to allow greater accessibility and independence for people of all ages with physical, sensory, and cognitive disabilities in the performance of life skills, including self-care, education, recreation, vocation, mobility, and
communication. Prerequisites: Possession of B.S. degree in occupational science or OTMS 57100 and OTMS 57500. 3 credits. (F,Y)

Distribution: NLA.

OTMS 66500 - Gerontic Occupational Therapy (3)

Health care and community support of wellness, occupational performance, and quality of life as they relate to the needs of people over 65. Includes skills and knowledge required to work effectively in interdisciplinary teams with clients and caregivers, as individuals, and in groups. Disease and disability prevention, environmental adaptation to facilitate continuing engagement in occupations, factors contributing to successful aging, and legislative and reimbursement issues as they apply to service delivery with the elderly. Students participate in discussions, problem-solving seminars, interaction with well and frail elderly, and review of the current literature regarding effective practice with the elderly. Prerequisites: Possession of BS degree in occupational science or OTMS 54000; OTMS 55000. 3 credits. (F,Y)

OTMS 67100 - Group Research I (3)

A research course for students who do not elect to conduct individual research for a thesis. It includes the reading and criticism of research related to a faculty-designed research project, collecting and analyzing data, and the writing of results and discussion of findings of the project. Elective alternate to OTMS 67300. 3 credits. (F,Y)

OTMS 67120 - Group Research II (3)

This is a research course for students who did not elect to conduct individual research for a thesis (elective alternative to OTMS 67300). It covers the process of completing and reporting a designed research project. This course follows OTMS 67110, wherein students have initiated the research process. This course will allow students the opportunity to complete data collection, analyze, discuss, and report findings both orally and in writing. 3 credits. (S)

OTMS 67200 - Individual Thesis Research I (3)

Preparation of a thesis proposal and the first three chapters (introduction, literature review, and methodology) of an independent, scholarly research paper under the supervision of a member of the graduate faculty in occupational therapy. Data collection is initiated. The graduate committee must approve the proposal. Prerequisites: OTBS 46500 or OTMS 56500. 3 credits. (F,Y)

OTMS 67300 - Individual Thesis Research II (3)

Completion of independent research, including collecting data and analyzing results. Preparation of a scholarly research paper under the supervision of a member of the graduate faculty in occupational therapy. An oral presentation of the thesis is required. Elective. 3 credits. (S,Y)

OTMS 68100 - Advanced Concepts in Physical Disabilities (3)

A seminar examining current literature and thought in the treatment of adults with disabilities, with opportunities to expand skills and knowledge in advanced techniques. Research into the effectiveness of occupational therapy modalities is included. Elective. Prerequisites: OTMS 65000 or OTMS 65100. 3 credits. (S,IRR)

OTMS 68200 - Advanced Concepts in Psychosocial Occupational Therapy (3)

A seminar on current trends in occupational therapy in mental health care. Focus is on advanced concepts of human adaptation and treatment for psychiatric dysfunction. Implications for the future of occupational therapy in mental health are explored. Elective. Prerequisites: OTMS 52200 and OTMS 53500. 3 credits. (S, IRR)

OTMS 68300 - Advanced Concepts in Geriatric Rehabilitation (3)

A seminar on health care and community support as they relate to the needs of disabled and nondisabled elderly people. Covers the importance of interdisciplinary practice; the rationale for prevention, environmental adaptation, and activity; factors involved in healthy, successful aging; and major health care legislation and reimbursement mechanisms and their ramifications in gerontological rehabilitation. Elective. 3 credits. (S,IRR)

OTMS 68400 - School-Based Occupational Therapy (3)

A seminar exploring current trends in occupational therapy in schools. Includes the individual educational plan (IEP) process, the education team and system, treatment implementation, and documentation methodologies appropriate to school systems. Programming for children from birth to age 21 is included. Elective. Prerequisites: OTBS 44500 or OTMS 54500; OTBS 45500 or OTMS 55500. 3 credits. (S, IRR)

OTMS 68500 - Hand Therapy (3)

Seminar on the knowledge, skills, and practices of hand therapy and rehabilitation. Hand injuries and surgery, use of physical agent modalities in hand therapy, treatment protocols, advanced splinting, and ethical and legal issues are covered. Elective. Prerequisites: OTBS 43000 or OTMS 53000. 3 credits. (S,Y)

OTMS 68800 - Occupational Therapy in Early Intervention (3)

Study of the impact of biological, psychological, and sociocultural factors on the occupational development of young children with special needs. Designed to provide skills in assessment and family-centered intervention for infants and toddlers with special needs and their families.
Prerequisites: OTBS 44500 or OTMS 54500; OTBS 45500 or OTMS 55500; OTBS 47500 or OTMS 57500. 3 credits. (S,IRR)

OTMS 69000 - Clinical Fieldwork II - Adult/Geriatric (6)
Three months of full-time, supervised clinical experience with the opportunity to treat adult/geriatric patients. Assignment in training center programs approved in accordance with the American Occupational Therapy Association standards of practice for occupational therapy education. Required course. Satisfactory/unsatisfactory only. 6 credits. (April-June, Y)

OTMS 69001 - Clinical Fieldwork II - Adult/Geriatric (6)
Three months of full-time, supervised clinical experience with the opportunity to treat adult/geriatric patients. Assignment in training center programs approved in accordance with the American Occupational Therapy Association standards of practice for occupational therapy education. Required course. Satisfactory/unsatisfactory only. 6 credits. (April-June, Y)

OTMS 69500 - Clinical Fieldwork II - Elective Specialty (4)
Two or three months of full-time, supervised clinical experience with opportunity to plan, implement, and evaluate treatment for patients or clients in a specialty area selected by the student in consultation with the fieldwork coordinator. Required course. Satisfactory/unsatisfactory only. Prerequisites: OTMS 60000; OTMS 69000. 4 credits. (SU, Y)

OTMS 69600 - Elective Internship (4)
An eight-week, full-time (or equivalent) internship that provides the opportunity for the student to apply occupational therapy theory and principles in a nontraditional setting under the supervision of a person with demonstrated competence in a specialized area of consultation or service delivery. Alternative to OTMS 69500. Prerequisites: Successful completion of all courses in the graduate program and Clinical Fieldwork II (OTMS 60000 and OTMS 69000). 4 credits. (SU, Y)

OTMS 69900 - Graduate Independent Study (1 to 3)
Individual research and writing in an area of occupational therapy practice, research, or theory under supervision of an occupational therapy faculty member. An approved design statement is required upon registration. Prerequisites: Permission of supervising faculty member, graduate department chair, and dean. 1-3 credits. (F, S, SU)

OTMS - Occupational Therapy-Grad

PDPT Physical Therapy DPT
PDPT 51004 - Pharmacology (2)
organizational climate, performance rewards and appraisal, and conflict management. A case study approach issued in this course. Prerequisites: PDPT 55700. 1 credit. (S,Y)

Distribution: NLA.

PDPT 59900 - Psychosocial Aspects of Patient Care (2)

A review of psychological and social issues affecting patients and therapists in the clinic, home, and community environments. Addresses special topics relevant to assessing a patient's and a clinician's response to illness. These topics include terminal illness, sexuality and illness or disability, psychosomatic illness, and selected psychiatric disorders. Prerequisites: PDPT 59000. 2 credits. (S,Y)

Distribution: NLA.

PDPT 56800 - Research II: Evidence-Based Practice in Physical Therapy (2)

Focus is on how research is used to guide clinical decision making and form the basis for contemporary physical therapist practice. Specifically, this course will build upon principles introduced in PTBS 56701 and acquaint students with how to access and critically review the literature to answer clinical questions. Students will evaluate and categorize specific articles that illustrate various types and levels of evidence. Students will also explore specific clinical questions, access the scientific literature using computer databases, and plan interventions based on the strength of the available evidence. Finally, this course will prepare the student to enter PDPT 66900 in their final professional year so they will be able to examine the existing literature and identify areas for future research. Prerequisites: PTBS 56701. 2 credits. (S,Y)

Distribution: NLA.

PDPT 57000 - Clinical Neuroanatomy (3)

Comprehensive study of the structural features and connectivity of the human central nervous system. Emphasis will be placed on understanding the clinical relationships of the morphological basis of neurological dysfunction. Exposes students to medical imaging techniques in order to provide a basis to begin neurological differential diagnosis for physical therapy. Prerequisites: PTBS 51002. Corequisites: PDPT 57100. 3 credits. (F,Y)

Distribution: NLA.

PDPT 57100 - Clinical Neurophysiology (3)

Clinical neurophysiology addresses the structure and function of nerve cells, somatosensory systems, motor control systems, and the autonomic nervous system. The emphasis of the course is on the development of an understanding of the processes associated with normal functioning of the nervous system in the control of posture movement. Selected examples of nervous system disorders are integrated into each major content area in order to illustrate how an understanding of normal function is important to the understanding of pathology in the nervous system. Prerequisites: PTBS 51300; PTBS 52405. Corequisites: PDPT 57000. 3 credits. (F,Y)

Distribution: NLA.

PDPT 57200 - Motor Development Across the Lifespan (3)

Normal motor developmental processes from the embryo to old age. Review of research in the theories of motor control, motor learning, and motor development. Emphasis is placed on the relationship of these theories to growth and development through the lifespan. Topics include the development of musculoskeletal, cardiopulmonary, sensory, and nervous system changes. Other lifespan issues include the development of posture, locomotion, fine motor, speech and language, cognition, fitness, cultural and diversity issues, and functional and developmental examination tools. Prerequisites: PTBS 53702.

Corequisites: PDPT 57000; PDPT 57100. 3 credits. (F,Y)

Distribution: NLA.

PDPT 57300 - Fundamentals of the Neurological Examination (3)

Prepares students to perform a complete physical therapy neurological examination of patients with peripheral and central nervous system disorders. Students will be directed to perform specific tests that examine cognition, sensation, perception, tone, motor function, balance, gait, and function. The measurement properties of these clinical tests will be discussed. Specific emphasis will be directed to the electrophysiologic examination of peripheral disorders. Prerequisites: PDPT 57000, PDPT 57100. 3 credits. (S,Y)

Distribution: NLA.

PDPT 58000 - Clinical Education I (4)

The initial assignment to one of a variety of health care facilities for eight weeks. The student is assigned to specified clinical tasks under the close supervision of the clinical instructor. Professional conduct and appearance, basic musculoskeletal assessment and treatment, and application of physical agents are emphasized. Synthesis of all previous professional coursework is exhibited by designing a basic examination and intervention plan based on the results of the subjective and objective examination and substantiation of the intervention rationale. Prerequisites: PTBS 54102; PTBS 54203; PTBS 53101; PTBS 52304; PTBS 56701; PTBS 52405; PTBS 51103. Satisfactory/unsatisfactory only. 4 credits. (Sum,Y)

Distribution: NLA.

PDPT 59102 - Clinical Education II (4)

The second placement for the student in a clinical environment where he or she has the close supervision of a clinical instructor. This experience provides an opportunity
COURSE DESCRIPTIONS

PDPT 59900 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59901 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59902 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59903 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59904 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59905 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59906 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)

PDPT 59907 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59908 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59909 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59910 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59911 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59912 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)
Distribution: NLA.

PDPT 59913 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)

COURSE DESCRIPTIONS | 87
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)

Distribution: NLA.

PDPT 59922 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)

Distribution: NLA.

PDPT 59923 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)

Distribution: NLA.

PDPT 59924 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)

Distribution: NLA.

PDPT 59925 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits (IRR)

Distribution: NLA.

PDPT 61000 - Clinical Reasoning and Differential Diagnosis in Physical Therapy (2)
An advanced course focusing on the physical therapist's role, in collaboration with other health care providers, in medical screening of major organ systems. This course integrates the physical therapy evaluation with the current clinical decision-making algorithms associated with common diseases of major organ systems. Upon completion the physical therapist is expected to gain confidence in clinical decision making relative to patients with complex multisystem diseases. Prerequisite: Matriculation into transitional D.P.T. program. 2 credits. (F)

PDPT 61100 - Applications of Evidence-Based Practice in Physical Therapy (2)
An advanced course that requires students to use their knowledge of research design and clinical theory to evaluate the evidence supporting contemporary clinical practice guidelines and specific patient case scenarios. Students will be challenged in classroom activities and via
Internet-based assignments to integrate information from a variety of resources to evaluate clinical practice guidelines. Emphasis will be placed on determining which aspects of physical therapist practice are best supported, given current decision-making models, patient values and preferences, and clinical experience. Prerequisite: Matriculation into transitional D.P.T. program. 2 credits. (F)

PDPT 61200 - Case-Study Seminar (2)
Applies the principles of evidence-based practice to selected patient cases across a variety of physical therapy diagnoses from current practice settings. Emphasis will be placed on the complex patient who demonstrates multisystem involvement. The case studies are an intensive investigation designed to analyze and understand medical and/or surgical factors important to the etiology, care, and outcome of the patient's problems as they relate to the physical therapy plan of care. Included are factors related to cardiovascular, gastrointestinal, endocrine/rheumatological, musculoskeletal, neurologic, genitourinary, pulmonary, psychological, and hematological problems. Pharmacological issues related to management of multisystem involvement and the interaction of drug therapy with rehabilitation will be addressed. Prerequisite: Matriculation into transitional D.P.T. program. 2 credits. (F)

PDPT 61300 - Clinical Teaching and Learning: Theory and Practice (1)
Preparation to teach in a variety of settings and formats for academic, clinical, and professional purposes. Content is applicable to community presentations, group in-services and presentations as well as patient and family, student interns, and other individualized teaching. Includes teaching and learning theories and methods; impact of age, culture, environment, and motivation; domains of learning; instructional objectives; teaching methods for cognitive, affective, and psychomotor skills; and instructional technology. Evaluation, feedback, and outcome measurements are included. Prerequisite: Matriculation into transitional D.P.T. program. 1 credit. (F)

PDPT 61400 - Applications of Wellness and Prevention in Physical Therapy (3)
Explores the role of the physical therapist in wellness and the prevention of common health concerns of individuals, groups, and communities. Develops the expertise of the physical therapist in functioning in this capacity. Discusses the physiological rationale behind designing comprehensive wellness programs. Emphasis on identifying risks, performing screenings, general concepts of program development and assessment, and integration of teaching and learning and motivation strategies. Prerequisite: Matriculation into transitional D.P.T. program. 3 credits. (F)

PDPT 61500 - Managerial Applications in Physical Therapy Practice (2)
Designed to develop leadership and management skills to become a doctor of physical therapy. Integration of financial, regulatory, management, communication, and marketing principles into physical therapy practice needs. Students will apply learned concepts through the development of communication, negotiation, and networking skills to enhance effectiveness as managers, consultants, and leaders. Prerequisite: Matriculation into transitional D.P.T. program. 2 credits. (F)

PDPT 62607 - Clinical Orthopedics (2)
Reviews the medical and conservative management of common orthopedic disorders. Initially the course focuses on review of basic principles of orthopedic diagnosis and pathology, followed by medical and conservative management of common orthopedic disorders of the extremities. An expectation is that students will integrate information gained from prior coursework. Prerequisites: PDPT 52506. Corequisites: PDPT 63800. 2 credits. (F,Y)

PDPT 62900 - Independent Clinical Study (1 to 3)
This course is designed to meet the individual needs of a student, which are identified during a clinical education course. Content of this course will address specific objectives identified by the student, the clinical instructor(s), and the director of clinical education. Prerequisites: All previous coursework; faculty permission required. 1-3 credits. (F,S,Y)

Distribution: NLA.

PDPT 63800 - Pathokinesiology (3)
Presents specific pathological conditions (primarily organized according to anatomical regions) that result in disorders of posture, movement, and locomotion. The presentations and analyses of these pathokinesiological conditions include neurological, neuromotor, and musculoskeletal aspects with respect to the causes of dysfunction. Laboratory exercises require the student to use movement analysis equipment to demonstrate pathomechanics and abnormal movement patterns. 3 credits. (F,Y)

Distribution: NLA.

PDPT 63900 - Orthotics/Prosthetics (2)
An in-depth review of the principles and practices of orthotics and prosthetics as applied by a physical therapist. This includes a survey of the basic biomechanical principles used in applying orthotic and prosthetic appliances, as well as principles of patient application, training, and management of complications. 2 credits. (S,Y)

Distribution: NLA.

PDPT 64500 - Pre-Clinical Conference III (0)
A series of sessions to explain the policies and procedures for graduate clinical education and choose sites for graduate clinical affiliations. Pass/fail only. 0 credits. (F,Y)

Distribution: NLA.

PDPT 64600 - Professional Development III (1)

A continuation of the professional development series, this course advances the students' understanding and application of their role as a professional in their relationship with patients/clients, in the practice setting and in our society. Prepares students for participation in clinical education coursework and clinical practice. Strategies for adaptability and time management in the clinical setting are presented. Analyses of clinical situations facilitate the development of ethical decision making, patient advocacy, cultural diversity, leadership, and application of professionalism. Prerequisite: PDPT 54400. 1 credit. (F,Y)

PDPT 64700 - Professional Development IV (1)

A continuation of the professional development series, this course prepares the student for capstone clinical education coursework and entry into the profession. Topics include current issues in physical therapy, preparation for entering the profession, and postgraduate development. The students summarize efforts in the final writing of an entry-level professional development plan, a compilation of a final professional portfolio, and a presentation of a student-developed ethical case focused on moral agency. Prerequisites: PDPT 64600. 1 credit. (S,Y)

PDPT 66900 - Research III: Research Seminar (3)

This course is taught over three academic blocks (1 credit per block). It is designed to provide a mentored experience in research for entry-level physical therapy students. Working in groups with a faculty adviser, the student will propose a hypothesis, complete a literature review, and develop a research method, followed by data collection and a summary of results. The style of the projects is not restricted, allowing freedom to design projects that are practical and meaningful. At the completion of the project each research team will present its findings, which will be evaluated by faculty, professionals from the community, and student peers. Prerequisites: PTBS 56701; PDPT 56800. 3 credits. (F,Y)

Distribution: NLA.

PDPT 67400 - Neurological Rehabilitation I (3)

Focus primarily on specific movement-related impairments, functional limitations, and disabilities experienced by individuals with neurologic involvement as a result of acquired nonprogressive disorders of the central nervous system (CNS). Students will be directed to apply a systematic clinical decision-making approach to physical therapy care, integrating findings from a patient's medical history and reports of other rehabilitation team members with results of standardized neurological examinations, observations of movement, and analysis of functional tasks. Students will be guided to synthesize this information to identify functional problems and their probable causes (i.e., reach a physical therapy diagnosis), establish a realistic prognosis, and begin to plan and execute appropriate physical therapy interventions for individuals with acquired, nonprogressive CNS disorders. Prerequisites: PDPT 57300. 3 credits. (F,Y)

Distribution: NLA.

PDPT 67500 - Neurological Rehabilitation II (3)

Builds on the concepts introduced in PDPT 67400. Focuses on the movement-related impairments, functional limitations, and disabilities experienced by individuals with neurologic involvement as a result of specific acquired progressive or nonprogressive disorders of the central and peripheral nervous systems. Students will learn to apply a systematic clinical decision-making approach as they integrate findings from a physical therapy examination to identify functional problems and their causes (i.e., reach a physical therapy diagnosis), establish a realistic prognosis, and plan and execute physical therapy interventions for individuals with nervous system disorders of a progressive or nonprogressive nature. Prerequisites: PDPT 67400. 3 credits. (S,Y)

Distribution: NLA.

PDPT 67600 - Pediatric Rehabilitation (3)

The etiology; pathology; diagnosis; medical, surgical, and clinical examination; evaluation; and physical therapy management of pediatric disorders of the neuromuscular system. The physiological basis and therapeutic techniques of neurophysiological approaches to intervention are examined. 3 credits. (S,Y)

Distribution: NLA.

PDPT 68000 - Differential Diagnosis in Physical Therapy (1)

Integrates medical screening of major organ systems with existing physical therapy examination techniques in order to enable the student to differentiate between patients and clients who are appropriate for physical therapy intervention and those who should be referred to other medical practitioners. Complex cases with multisystem diseases will be discussed. Prerequisites: PTBS 51103. 1 credit. (S,Y)

Distribution: NLA.

PDPT 68100 - Cardiac Testing and Management (2)

A review of normal cardiac physiology and the response of this system to exercise and disease. Cardiac pathologies are discussed, including a review of the medical and surgical management of specific disease groups. Evaluation procedures utilized to determine the status of the cardiac
system's performance are studied and performed in the laboratory. Clinical management procedures used by all members of the rehabilitation team are reviewed with emphasis on specific physical therapy procedures. 2 credits. (F,Y)

Distribution: NLA.

PDPT 68200 - Clinical Medicine and Surgery I (2)

General overview of most common diseases and surgical interventions in the practice of general medicine. Disease processes that demonstrate systemic manifestations and require intervention by a multidisciplinary team will be studied. Presentations will emphasize medical and surgical management procedures and a problem-based approach to physical therapy procedures that may be applied to this patient population. 2 credits. (F,Y)

Distribution: NLA.

PDPT 68250 - Clinical Medicine/Surgery II (1)

This course is a continuation of Clinical Medicine/Surgery I covering general overview of most common diseases and surgical interventions in the practice of general medicine. Disease processes that demonstrate systemic manifestations and require intervention by a multidisciplinary team will be studied. Presentations will emphasize medical and surgical management procedures and a problem-based approach to physical therapy procedures that may be applied to this patient population. 1 credit. (S,Y)

PDPT 68300 - Pulmonary Testing and Management (2)

Review of normal pulmonary physiology and the response of the pulmonary system to exercise and disease. Pulmonary pathologies are discussed, including a review of the medical and surgical management of specific disease groups. Evaluation procedures utilized to determine the status of the pulmonary system's performance are studied and performed in the laboratory. Clinical management procedures used by all members of the rehabilitation team are reviewed, with emphasis on specific physical therapy procedures utilized in treating patients with pulmonary disease. 2 credits. (F,Y)

Distribution: NLA.

PDPT 68400 - Case Study Seminar (2)

Applies the principles of evidence-based practice to selected patient cases from current practice settings across a variety of physical therapy diagnoses. The case studies are an intensive investigation designed to analyze and understand medical and/or surgical factors important to the etiology, care, and outcome of the patients' problems. Included are factors related to cardiovascular, gastrointestinal, endocrine/rheumatological, musculoskeletal, neurological, genitourinary, pulmonary, psychosocial, and hemato-oncological problems. Corequisites: PDPT 68000. 2 credits. (S,Y)

Distribution: NLA.

PDPT 68500 - Wellness and Prevention (1)

The role of physical therapy in wellness and prevention for individuals, groups, and communities. The physiological rationale behind designing comprehensive wellness programs is presented. Topics include the development and implementation of general fitness and prevention programs for a variety of clients, including those with chronic disabilities. Prerequisites: PDPT 68100. 1 credit. (S,Y)

PDPT 68700 - Pre-Clinical Conference IV (0)

The course provides for a formal series of sessions during which students will be provided pertinent information and instruction regarding Clinical Education IV-V and IV/V experiences. 0 credits. (S/Y)

PDPT 69000 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69001 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69002 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69003 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69004 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69005 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69006 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for
credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69007 - Selected Topics in Physical Therapy (0 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69008 - Selected Topics in Physical Therapy (0 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69009 - Selected Topics in Physical Therapy (0 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69010 - Selected Topics in Physical Therapy (0 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69200 - Clinical Education III (4)
A student's third placement in a clinical environment, giving the opportunity to apply more advanced theories and treatment procedures to a selected patient caseload with guidance from a clinical instructor. Eight weeks in length. Prerequisites: Satisfactory completion of all prior required coursework. Satisfactory/unsatisfactory only. 4 credits. (S,Y)
Distribution: NLA.

PDPT 69300 - Clinical Education IV (3)
This is the fourth course in the clinical education series. The student is expected to begin to assume the role of the primary physical therapist under the direct supervision of a licensed physical therapist. The student begins to manage all aspects of patient care. One six-week session. Student must register for this course and PDPT 69400 or register for PDPT 69500. Satisfactory/unsatisfactory only. 3 credits. (Sum,Y)

PDPT 69400 - Clinical Education V (3)
This is the fifth and final course in the clinical education series. The student is expected to begin to assume the role of the primary physical therapist under the direct supervision of a licensed physical therapist. The student achieves competency in managing all aspects of patient care. One six-week session. Student must register for this course and PDPT 69300 or register for PDPT 69500. Satisfactory/unsatisfactory only. 3 credits. (Sum,Y)

PDPT 69500 - Clinical Education IV/V (6)
Clinical Education IV/V is one of the final options for placement of the student in a clinical environment. This course is the capstone course in the clinical education series. At the conclusion of the 12-week placement, the student is expected to demonstrate entry level physical therapy practice. One 12-week session. Students must register for this course or PDPT 69300 and PDPT 69400. Satisfactory/unsatisfactory only. 6 credits. (Sum, Y)

PDPT 69900 - Independent Study (1 to 3)
This course, which requires a faculty sponsor, allows students to complete an in-depth study or project in an area of their interest related to physical therapy. Includes a final presentation. Prerequisites: Permission of faculty sponsor, academic adviser, graduate chair, and dean. May be repeated for a total of 6 credits. 1-3 credits. (F,S,Y)

PDPT 69901 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)

PDPT 69902 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)

PDPT 69903 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)

PDPT 69904 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)

PDPT 69905 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)

PDPT 69906 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)

PDPT 69907 - Selected Topics in Physical Therapy (1 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)
PFMJ - Performance-Major

PFMJ 60100 - Voice (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60300 - Piano (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60500 - Organ (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60700 - Harpsichord (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60900 - Violin (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 61100 - Viola (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 61300 - Cello (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 61500 - Double Bass (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 61700 - Guitar (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62100 - Flute (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62300 - Oboe (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62500 - Clarinet (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62700 - Bassoon (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62900 - Saxophone (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63100 - French Horn (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63300 - Trumpet (1 to 2)
Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63500 - Trombone (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63700 - Euphonium (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63900 - Tuba (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 64100 - Private Tuba (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 64300 - Percussion (1 to 2)

Distribution: NLA.

PTBS - Physical Therapy - Undergraduate

PTBS 51002 - Human Anatomy (0 to 6)

Study of the gross anatomical components of the human body through the use of lecture and cadaver dissection. Emphasis is placed on the musculoskeletal and neurovascular systems found in the extremities, trunk, chest, and abdominal walls, and in the head and neck. Prerequisites: BIOL-20600. 6 credits. (Sum,Y)

PTBS 51103 - Pathology for Physical Therapists (3)

Examination of the components of general disease and injury processes and specific components of selected diseases likely to be encountered in physical therapy practice. General pathology topics described include cell and tissue injury, inflammation, and the healing and repair process. Specific focus on diseases of the musculoskeletal, cardiovascular, pulmonary, integumentary, and nerve systems. Emphasis is placed on understanding the underlying mechanisms of structural and functional disruptions for adults, with secondary comparisons to pathology across the life span. This course provides background information necessary for performing differential diagnosis and patient treatments. Prerequisites: PTBS 51002; PTBS 31300. 3 credits. (S,Y)

Distribution: LA.

PTBS 52001 - Fundamentals of Patient/Client Care (0 to 2)

Provides first formal contact with patients/clients and patient/client care techniques. Exposes students to the initial steps in the patient/client professional relationship, including professional behaviors, communications (verbal and written), assessment of patient/client medical status, patient/client mobility techniques, and medical record documentation. The emphasis throughout the course is to develop the skills necessary to assure patient/client and student safety in the clinical environment. Corequisites: PTBS 51002. 2 credits (Sum,Y)

Distribution: NLA.
PTBS 52102 - Musculoskeletal Examination and Evaluation (0 to 3)

Introduction to the patient/client management model with emphasis on examination, evaluation, and diagnosis of musculoskeletal problems of the extremities. Emphasis is placed on the following skills: patient history, range of motion, goniometry, muscle performance testing, flexibility testing, ligament testing, special orthopedic tests, and posture as it relates to the extremities.
Prerequisites: PHYS 10100; PHYS 10200; PTBS 51002. 3 credits. (F,Y)

Distribution: NLA.

PTBS 52203 - Soft Tissue Palpation and Examination (0 to 2)

This lecture and laboratory course examines various methods of soft tissue examination and intervention. It covers a broad spectrum of techniques while teaching the skills of the most commonly used methods. Some of the techniques are more scientifically evidence-based than others. The course emphasizes critical assessment and the need for research-based analysis. It develops palpation skills, including the examination and evaluation of soft tissue dysfunction. Prerequisite: PTBS 51002.
Corequisites: PTBS 52102; PTBS 53702. 2 credits (F,Y).

Distribution: NLA.

PTBS 52304 - Peripheral Joint Mobilization (0 to 1.5)

Lecture and laboratory course preparing students to incorporate passive mobility testing into the patient/client examination. Students also learn to use passive joint mobilization interventions for patient/client with peripheral joint pathologies. Prerequisites: PTBS 52102; PTBS 52203. 1.5 credits (S,Y)

Distribution: NLA.

PTBS 52405 - Therapeutic Exercise (0 to 3)

A comprehensive analysis of the scientific principles of exercise commonly used in physical therapy practice. Specific exercise programs address muscle performance, endurance, mobility, and balance impairments. Adaptations of tissue on activity and immobilization are also discussed. Prerequisites: PTBS 31300; PTBS 52102; PTBS 53702 3 credits. (S,Y)

Distribution: NLA.

PTBS 53101 - Electrotherapeutic Modalities and Physical Agents (0 to 4)

The study of the biophysical, physiological, and clinical principles and procedures associated with the application of electromagnetic and acoustic energy in the prevention and treatment of pathological conditions. Prerequisites: PHYS 10100; PHYS 10200; PTBS 51002. 4 credits. (S,Y)

Distribution: NLA.

PTBS 53702 - Applied Biomechanics (0 to 3)

Application of mechanical principles to human movement. Particular attention to the effect of forces in producing normal movement. Students are required to apply their knowledge of anatomy to understanding individual joint function, as well as the integrated function of several joints during complex activities such as the normal gait.
Prerequisites: PHYS 10100; PHYS 10200; PTBS 51002. 3 credits. (F,Y)

Distribution: LA,NS.

PTBS 54001 - Profession of Physical Therapy (0 to .5)

Description of physical therapy as a profession in the United States, including history, professional organization, roles of the physical therapist and related personnel, and scope of practice. Prerequisites: Senior standing. 0.5 credit. (F,Y)

Distribution: NLA.

PTBS 54102 - Preclinical Conference I (0)

Series of sessions to explain clinical education policies and procedures and choose sites for clinical affiliations. Prerequisites: Senior standing; clinical health studies major. Pass/fail only. 0 credits. (F,Y)

Distribution: NLA.

PTBS 54203 - Professional Development I (1)

Introduction to the Practice Act, Code of Ethics, roles of paraprofessionals, professional and ethical behavior, and effective communication styles. Instruction in clinical education teams, models of clinical education, and assessment of clinical performance. Prerequisites: PTBS 55501; PTBS 54001. 1 credit. (S,Y)

Distribution: NLA.

PTBS 55501 - Teaching and Learning in the Clinical Setting (0 to 1)

Preparation to teach in a variety of settings and formats for academic, clinical, and professional purposes. Content is applicable to community presentations, group in-services, and presentations, as well as patient/family and other individualized teaching. Includes teaching/learning theories and styles, impact of age, culture, environment, and motivation, domains of learning, instructional objectives, teaching methods, and instructional technology. Evaluation, feedback, and outcome measurements are included. 1 credit. (F,Y)

Distribution: NLA.

PTBS 55602 - Introduction to Health Care Systems (1)

Constructs of the U.S. health care system, with emphasis on how parts of the system influence patient referrals, delivery of care, and reimbursement. The course focuses on the health care system's influence on rehabilitation
services with emphasis on allied health. Prerequisites: 
PTBS 54001. 1 credit. (S,Y)
Distribution: NLA.
PTBS 56701 - Research I: Evidence Based Practice I (3)
An overview of how the research literature can guide clinical decision making and form the basis for  
contemporary physical therapist practice. Emphasis on how evidence is used to answer clinical questions that  
affect the examination process, evaluation procedures, and interventions commonly used by physical therapists. The  
historical background for evidence based practice will be examined at the start of this course, followed by an  
analysis of the fundamental components of evidence based practice. Contemporary issues in physical therapist  
practice will be used to illustrate various issues and topics in this course. Prerequisites: MATH 14500, MATH 15500,  
MATH 21600 or PSYC 20700. 3 credits. (F,Y)
PTBS 56800 - Research II: Evidence-Based Practice II (2)
Focuses on how clinicians can evaluate, integrate, and apply research to guide clinical decision making in contemporary physical therapist practice. This course builds on and applies principles introduced to PTBS 56701 (Research I: Evidence-Based Practice I), and helps students become proficient in accessing and critically reviewing the literature to answer clinical questions. Students will evaluate and categorize specific articles that illustrate various types and levels of evidence. Students explore specific clinical questions, access the scientific literature using computer databases, and plan interventions based on strength of the available evidence. This course will prepare the student to enter the Research Seminar series in their final professional year. Prerequisites: PTBS 56701. 2 credits.
PTBS 59000 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59001 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59002 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59003 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59004 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59005 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59006 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59007 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59008 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59009 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59010 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59011 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59012 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for  
credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)
PTBS 59013 - Selected Topics in Physical Therapy (.5 to 3)
Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59014 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59015 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59016 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59017 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59018 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59019 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59020 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59021 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59022 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59023 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59024 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59025 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59800 - Honors Seminar in Physical Therapy (1)

For students in the honors program. Research proposals completed in PTBS 59900 are presented and critiqued. In addition, examples of good and poor published journal articles are discussed and analyzed. Prerequisites: PTBS 59900. Note: All undergraduates taking this course for graduate credit must satisfy the conditions listed under "Course Levels." 1 credit. (S,Y)

Distribution: NLA.

PTBS 59900 - Honors Project (3)

For the exceptional student who wishes to pursue graduate research. Results will be summarized in a research proposal, which is a preliminary step toward a graduate thesis. Prerequisites: PTBS 41000; permission of department chair. Note: All undergraduates taking this course for graduate credit must satisfy the conditions listed under "Course Levels." 3 credits. (F,Y)

Distribution: NLA.

PTMS - Physical Therapy - Graduate

PTMS 59100 - The Healthy Musician: Injury Prevention and Intervention (0 to 1)

This comprehensive three-day program of seminars and workshops focuses on health and musical performance. A multidisciplinary faculty examines the physical and mental factors that affect both the musician and performance, and discusses the care and prevention of music-related injuries. Participants choose sessions for health care providers or sessions for musicians. Areas of instruction include basic anatomy and physiology, exercise prescription, posture, stress, mental training and practice techniques, common injuries, Feldenkrais exercises, Alexander technique exercises, learning styles (neurolinguistic programming),
splinting, and biofeedback. Musicians demonstrate five major instrument groups (reeds, strings, keyboards, voice, and brass). Both a musician case study and a faculty recital are given. Musicians are invited to bring their instruments each day. To register for the workshop, you must complete the registration form in the Healthy Musician brochure, which is available on request from the summer sessions office. 0-1 credit.

Distribution: NLA.

PTMS 61000 - Clinical Education III (3)
A student's third placement in a clinical environment, giving the opportunity to apply more advanced theories and treatment procedures to a selected patient caseload with guidance from a clinical instructor. Six weeks in length. Prerequisites: Satisfactory completion of all prior required coursework. Pass/fail only. 3 credits. (F,Y)

PTMS 61100 - Clinical Education V (3)
PTMS 61100 and PTMS 61200 are options for the final placements of the student in a clinical environment and together total not less than 12 weeks. Prerequisites: Satisfactory completion of all prior required coursework. Students must register for these courses or PTMS 62100. Grades S/U only. 3 credits per course. (Sum,Y)

Distribution: NLA.

PTMS 61200 - Clinical Education VI (3)
PTMS 61100 and PTMS 61200 are options for the final placements of the student in a clinical environment and together total not less than 12 weeks. Prerequisites: Satisfactory completion of all prior required coursework. Students must register for these courses or PTMS 62100. Grades S/U only. 3 credits per course. (Sum,Y)

PTMS 62100 - Clinical Education IV (6)
The final placement for students in a clinical environment. One 12-week session. Prerequisites: Satisfactory completion of all prior coursework. Students must register for this course or for PTMS 61100 and PTMS 61200. Grades S/U only. 6 credits. (Sum,Y)

Distribution: NLA.

PTMS 62900 - Independent Clinical Study (1 to 3)
This course is designated to advance student clinical competencies by addressing specific clinical objectives identified by the student, the clinical instructor(s), or the director of clinical education during a clinical education course (IV-VI).

Distribution: NLA.

SLPG  Speech Language Pathology

SLPG 54700 - Fluency Development and Disorders (3)
A comprehensive study of the nature and development of fluency and fluency disorders. Topics include but are not limited to (1) models of fluency description and measurement, (2) development of normal speech fluency, (3) onset and development of fluency disorders, and (4) overview of methods of treatment. Particular emphasis is given to development and treatment of childhood and adult stuttering. 3 credits.

Distribution: TE.

SLPG 55300 - Voice and Related Disorders (3)
A study of normal and disordered phonatory processes with attention to the evaluation and remediation of specific voice problems, including laryngectomy. 3 credits.

SLPG 55400 - Neurological Processes and Communication Disorders (3)
Covers basic structure and function of the nervous systems as it relates to neurogenic disorders of communication. 3 credits.

SLPG 55900 - Clinical Phonology (3)
An overview of the fundamental linguistic rules governing the sound system of spoken language, including speech sounds, speech sound production, and the combination of speech sounds in meaningful utterances. Normal and disordered phonological development, cultural-linguistic variations, emerging literacy, and etiological factors will be addressed. Phonological assessment and treatment will be emphasized in contrast to traditional methods for clinically managing disorders of speech production. 3 credits.

Distribution: TE.

SLPG 56000 - Integrated Clinical Practicum (1)
This course provides a clinical practicum experience in speech-language pathology. The experience emphasizes preparation and implementation of a program of therapy, development of lesson plans, and writing of progress reports. Students may also take case histories, administer formal and informal assessment measures, and confer with parents. This course has no lecture or classroom component. Prerequisites: Permission of clinical director; 25 clinical observation hours completed with appropriate supervision. 1 credit. (F-S,Y)

SLPG 59300 - Speech Science (3)
Provides the advanced undergraduate major and the beginning graduate student in speech-language pathology with the fundamental principles of speech science. Readings, lectures, and discussions focus on the acoustics, physiology, and aerodynamics of speech production and perception. Students are introduced to appropriate laboratory equipment for measurement of speech production and perception. Emphasis also is on how the speech pathologist can apply this information to the
diagnosis and treatment of communication disorders.
Prerequisites: Senior standing. 3 credits.
Distribution: TE.
SLPG 60000 - Differential Diagnosis in Audiology (3)
Explores the theoretical and diagnostic implications of the audiological evaluation as it pertains to the clinical speech-language pathologist; includes discussion of pure tone audiometry, speech audiometry, immittance testing, and auditory processing. 3 credits.
SLPG 60400 - Seminar: Pediatric Audiology (3)
An in-depth study of the special audiological assessment and habilitative management considerations for the hearing-impaired preschool child. 3 credits.
SLPG 60900 - Seminar: Aural Rehabilitation (3)
Current knowledge from the areas of speech perception and production, language development, amplification, environmental acoustics, and counseling as applied to the educational-rehabilitative process for hearing-impaired adults and school-aged children. 3 credits.
Distribution: TE.
SLPG 61000 - Early Intervention for Children with Communication Disorders (2)
Information is provided about development of normal and disordered communication in children from birth to three years of age. Course material includes information about important legislation, service delivery models, risk factors, assessment, intervention, needs of families, and specific populations of special-needs children. Information for providing early intervention services is provided from related disciplines such as occupational therapy and physical therapy. 2 credits.
Distribution: TE.
SLPG 62000 - Speech-Language Pathology in Educational Settings (3)
This course prepares graduate students to implement a therapeutic program consistent with state and federal guidelines in educational environments. Topics covered include the legislative foundations of school-based practice, the nature of the caseload, development of curriculum-based individual education plans (IEPs), and the roles and responsibilities of school-based speech-language pathologists. This course is a prerequisite for SLPG 69800. 3 credits.
Distribution: TE.
SLPG 62500 - Medical Topics in Speech-Language Pathology (2)
An interdisciplinary focus on the characteristics, assessment, and management of special populations frequently encountered in medical settings; evaluation of evidence-based techniques, materials, and programs; and the development of relationships with professionals in fields related to speech-language pathology. 2 credits.
SLPG 63000 - Rehabilitation of Acquired Cognitive Disorders (1)
Introduction to basic concepts regarding cognition and language in neurogenic populations including traumatic brain injury (TBI), right hemisphere dysfunction (RHD) and dementia of the Alzheimer's type (DAT). Examination of current theory and practice in cognitive rehabilitation. Review of models and tools for assessing and treating attention, memory, and dysexecutive syndromes. Prerequisites: SLPG 55400. 1 Credit. (Sum,Y)
SLPG 63100 - Pediatric and Adult Motor Speech Disorders (2)
The purpose of this class is to develop an understanding of the anatomy and physiology of speech production as it relates to motor speech disorders and their treatment. Differential diagnosis and treatment will be stressed in discussion of etiology and basic characteristics of motor speech disorders. 2 credits. (S, Y)
SLPG 63300 - Clinical Management of the CLD Client (2)
This course surveys the linguistic and cultural influences of major racial and/or ethnic groups and their resultant communication patterns. A comparison of first and subsequent language learning, and its socio-cultural nature, is addressed in a working multicultural caseload that crosses the age span. 2 credits. (Sum, Y)
SLPG 64800 - Advanced Fluency (2)
This course is designed for the graduate student with previous graduate course in fluency and fluency disorders. It provides in-depth investigation and discussion of selected topics concerning traditional and contemporary models of fluency disorders that can include, but are not limited to etiologies, evaluation, diagnosis, and treatment. Prerequisite: SLPG 64700. 2 credits.
Distribution: NLA.
SLPG 64900 - Augmentative and Alternative Communication (0 or 3)
Introduction to augmentative communication with discussion of its impact on individuals who are severely speech and language impaired. Students are familiarized with augmentative communication techniques and strategies. Assessment and intervention options are covered. Students have an opportunity for hands-on experience with a variety of augmentative communication devices and other adaptive equipment. 3 credits.
Distribution: TE.
SLPG 65100 - Adult Aphasia and Related Disorders (3)
Prepares students to identify, differentiate, and contrast the phenomenology, symptomatology, and diagnostic and therapeutic processes of adult aphasia and related disorders. 3 credits.

SLPG 65200 - Language Disorders in Children Ages 3 to 21 (3)

Information is provided about development of normal and disordered communication in children from 3 to 21 years of age. Includes material regarding important theories, legislation, service delivery models, assessment, remediation, literacy, and specific populations of special-needs children. 3 credits.

Distribution: TE.

SLPG 65500 - Seminar in Speech Pathology: Selected Topics (1 to 6)

1-6 credits.

SLPG 65501 - Seminar in Speech Pathology: Selected Topics (1 to 6)

Distribution: NLA.

SLPG 65502 - Seminar in Speech Pathology: Selected Topics (1 to 6)

Distribution: NLA, TE.

SLPG 65503 - Seminar in Speech Pathology: Selected Topics (1 to 6)

Distribution: NLA, TE.

SLPG 65504 - Seminar in Speech Pathology: Selected Topics (1 to 6)

Distribution: NLA, TE.

SLPG 65505 - Seminar in Speech Pathology: Selected Topics (1 to 6)

1-6 credits.

Distribution: TE.

SLPG 65506 - Seminar in Speech Pathology: Selected Topics (1 to 6)

1-6 credits.

Distribution: TE.

SLPG 65507 - Seminar in Speech Pathology: Selected Topics (1 to 6)

1-6 credits.

Distribution: TE.

SLPG 65600 - Dysphagia (3)

Explores the nature, etiology, and physiology of normal and abnormal patterns of swallowing across the age span. Instrumental techniques for the study of swallowing and procedures for clinical swallowing evaluations are presented. Dysphagia treatment and clinical decision making is emphasized. 3 credits.

SLPG 65700 - Assessment and Measurement (4)

Objectives are to help the student understand basic statistical concepts related to test development and interpretation as well as research design. Focus will be on the scientific method as a problem-solving process, developing experimental procedures for answering research questions, learning to establish and test hypotheses, and summarizing and interpreting data. Prerequisites: Graduate status. 4 credits.

SLPG 65800 - Advanced Topics in Language Disorders (3)

Prepares students to identify recent theories, concepts, and experimental techniques that can be used in developing innovative approaches for diagnosis and treatment of language difficulties in children. Prerequisites: SLPG 65200. 3 credits.

SLPG 66100 - Clinical Practicum I (2)

This is the initial graduate clinical practicum experience supervised by an Ithaca College faculty member at the Sir Alexander Ewing-Ithaca College Speech and Hearing Clinic or at an off-campus program. The experience emphasizes planning, conducting therapy programs, taking case histories, conferring with parents, writing reports, and making recommendations. A weekly class meeting is held to help orient the student to managerial and organizational procedures and professional issues, including scope of practice, code of ethics, and licensure and certification requirements. Prerequisites: 25 hours of clinical observation. 2 credits.

Distribution: TE.

SLPG 66200 - Clinical Practicum II (2)

Graduate students may be assigned to the Sir Alexander Ewing-Ithaca College Speech and Hearing Clinic and/or off-campus sites. Students perform in-depth diagnostic evaluations and/or provide therapy for individuals with speech-language disorders. Site and client assignments are determined by each student's clock-hour needs and ASHA minimum requirements. Workshops and meetings are held on selected topics, including legislative mandates and health care documentation. Satisfactory/Unsatisfactory only. Prerequisites: SLPG 66100. 2 credits.

Distribution: TE.

SLPG 66300 - Clinical Practicum III (2)

Graduate students may be assigned to the Sir Alexander Ewing-Ithaca College Speech and Hearing Clinic and/or off-campus sites. Site and client assignments are determined by each student's clock-hour needs, ASHA minimum requirements, and to ensure experience across the scope of practice. Satisfactory/Unsatisfactory only. Prerequisites: SLPG 66200. 2 credits.
SLPG 66400 - Clinical Practicum IV (1)

Graduate students may be assigned to the Sir Alexander Ewing-Ithaca College Speech and Hearing Clinic and/or off-campus sites. Site and client assignments are determined by each student's clock-hour needs. ASHA minimum requirements, and to ensure experience across the scope of practice. Satisfactory/Unsatisfactory only. Prerequisites: SLPG 66300. 1 credit.

Distribution: TE.

SLPG 66500 - Professional Externship in Speech-Language Pathology (4 to 5)

Final clinical experience in speech-language pathology. A full-time, off-campus clinical placement of eight to ten weeks' duration designed to cap a student's graduate education. Specific duties and responsibilities vary with the placement site. Site assignments are made in accordance with the student's interest and needs. Prerequisites: SLPG 65600, SLPG 66300, and faculty approval. 4 credits for eight weeks; 5 credits for ten weeks. May be repeated.

Distribution: TE.

SLPG 66501 - Professional Externship in Speech-Language Pathology (4 to 5)

Final clinical experience in speech-language pathology. A full-time, off-campus clinical placement of eight to ten weeks' duration designed to cap a student's graduate education. Specific duties and responsibilities vary with the placement site. Site assignments are made in accordance with the student's interest and needs. This course may be repeated. Prerequisites: SLPG 65600, SLPG 66300, and faculty approval. 4 credits for eight weeks; 5 credits for ten weeks.

Distribution: NLA.

SLPG 66600 - Supplementary Clinical Affiliation (1)

An elective clinical affiliation designed for students who have not acquired the total number of supervised clinical clock-hours required by the American Speech-Language-Hearing Association (ASHA), and wish to do so under the aegis of Ithaca College. This practicum is completed after the student has been awarded the master of science degree. Site assignments are made in accordance with the student's interests and needs. 1 credit.

SLPG 67000 - Individual Studies (1 to 3)

Directed individual investigation in special areas not fully covered by regular coursework. Initial application should include outline and bibliography. A copy of the paper is to be filed with the department. Requires approval of the full-time professor in charge and the department chair. 1-3 credits.

SLPG 67100 - Individual Studies (1 to 3)

Directed individual investigation in special areas not fully covered by regular coursework. Initial application should include outline and bibliography. A copy of the paper is to be filed with the department. Requires approval of the full-time professor in charge and the department chair. 1-3 credits.

SLPG 67200 - Independent Reading (1 to 3)

A course of reading arranged between the department chair and student. 1-3 credits.

SLPG 67300 - Independent Reading (1 to 3)

A course of reading arranged between the department chair and student. 1-3 credits.

SLPG 67400 - Independent Research (1 to 3)

Student research under the direction of one or more faculty supervisors. By permission of the department chair. 1-3 credits per semester.

Distribution: TE.

SLPG 67500 - Independent Research (1 to 3)

Student research under the direction of one or more faculty supervisors. By permission of the department chair. 1-3 credits per semester.

SLPG 68000 - Thesis or Research Paper (2 to 8)

The thesis or research paper, optional for the master of science degree, is supervised by a major adviser and a thesis committee. Members of the thesis committee may be professors from other institutions. Following acceptance of the thesis by the committee, an external examiner is appointed by the graduate committee. May be repeated up to a total of 8 credits. 2-8 credits.

SLPG 69800 - Professional Experience in Education (4 to 5)

An eight-week block of supervised student teaching open only to graduate students who have met all other requirements for initial certification by the New York State Education Department. This course is designed to acquaint the student with practice in an approved educational environment and is supplemented by seminars on selected topics. Prerequisites: SLPG 62000. 4-5 credits. May be repeated.

Distribution: TE.

SLPG 69801 - Professional Experience in Education (4 to 5)

An eight-week block of supervised student teaching open only to graduate students who have met all other requirements for initial certification by the New York State Education Department. This course is designed to acquaint the student with practice in an approved educational environment and is supplemented by seminars on selected topics.
topics. Prerequisites: SLPG 62000. 4-5 credits. May be repeated.
Distribution: TE.

SPAN - Spanish

SPAN 55000 - The Art of Translation: Spanish to English, English to Spanish (3)
TBA
Distribution: LA.
SPAN 55400 - Cervantes (3)
TBA
Distribution: HU, LA.
SPAN 55600 - Golden Age Poetry (3)
TBA
Distribution: HU, LA.
SPAN 56100 - Medieval Spanish Literature (3)
TBA
Distribution: HU, LA.
SPAN 55500 - Golden Age Drama (3)
TBA
Distribution: HU, LA.
SPAN 55700 - Golden Age Prose (3)
TBA
Distribution: HU, LA.
SPAN 55600 - Golden Age Poetry (3)
TBA
Distribution: HU, LA.
SPAN 56100 - Medieval Spanish Literature (3)
TBA
Distribution: HU, LA.
SPAN 56300 - Nineteenth-Century Spanish Literature (3)
TBA
Distribution: LA.
SPAN 56400 - Contemporary Spanish Literature (3)
TBA
Distribution: LA.
SPAN 57100 - Latin American Fiction (3)
TBA
Distribution: LA.
SPAN 57200 - Latin American Poetry and Drama (3)
TBA
Distribution: LA.
SPAN 57300 - Modernismo (3)
TBA
Distribution: LA.
SPAN 57400 - Topics in Latin American Literature (3)
TBA
Distribution: LA.
SPAN 59100 - Seminar (3)
Study of selected topics in Spanish and/or Latin American literature and/or culture. Prerequisites: A minimum of two Spanish literature courses numbered SPAN 33700 or above. May be repeated for a total of 6 credits when topics vary. 3 credits. (F-S, Y)
Distribution: LA.
SPAN 59900 - Independent Study: Spanish (1 to 3)
Individual research, study, and/or writing on particular topics, supervised by a member of the department. Offered on demand only. Prerequisites: permission of instructor. 3 credits. (IRR)
Distribution: LA.

SPMG - Sport Management - Grad

SPMG 58000 - Sport in Popular Culture (3)
This course will investigate the significance of sport’s contributions to popular culture during the 20th and 21st centuries. The primary focus will be on the United States, but contemporary globalization will also be considered. The primary mode of inquiry will be through discussions that examine sport in a variety of cultural forms, including literature, film, television, advertising, cartoons, the Internet, and music. 3 credits. (SU, Y)

SPMG 59000 - Mini-Course in Sport Management (1 to 3)
A series of short courses in specialized areas of sport management. Analysis of actual case studies focusing on sport management problems and issues confronted by sport managers to help students further develop their critical-thinking and problem-solving skills. Students conduct independent research to analyze a particular management problem or issue (case study) and develop strategies to address it effectively. May be repeated. Pass/fail only. 1-3 credits. (IRR)

SPMG 59001 - Mini-Courses in Sport Management (1 to 3)
A series of short courses in specialized areas of sport management. Analysis of actual case studies focusing on sport management problems and issues confronted by sport managers to help students further develop their critical-thinking and problem-solving skills. Students conduct independent research to analyze a particular management problem or issue (case study) and develop strategies to address it effectively. May be repeated. Pass/fail only. 1-3 credits. (IRR)
Distribution: NLA.
SPMG 59500 - Selected Topics in Sport Management (1 to 3)
Topics of current interest to faculty and students. Experimental courses are offered under this course number and title. This course may be repeated for credit for different selected topics. Prerequisites: Graduate students in sport management or students in other graduate programs upon approval of instructor. Note: Qualified senior students may be eligible for this course. 1-3 credits. (IRR)

SPMG 60000 - Sport in Society (3)
An investigation of the social significance of sport and the utilization of the sociological perspective for understanding the nature of sport. 3 credits. (F,Y)

SPMG 62000 - Management of Sport Organizations (3)
This course provides an application of general principles of management and organizational theory to the sport industry and to the management of sport organizations in particular. Students will explore relevant theories and concepts that impact the management of sport and physical activity organizations. Furthermore, various sectors of the sport industry will be analyzed. 3 credits. (F,Y)

SPMG 63000 - Independent Research (1 to 3)
Independent research conducted under the guidance of a graduate faculty member. Students must submit a petition for approval by the sponsoring faculty member and the graduate chair prior to registering for the course. No more than 6 credits of independent study courses (SPMG 63000 and SPMG 63100) may be applied toward degree requirements. Elective. 1-3 credits. (F,S,SU,Y)

SPMG 63100 - Independent Reading (1 to 3)
A survey and analysis of current and classical literature pertaining to a selected topic of interest. Readings will include both assigned and student-selected materials for the purpose of student presentation to, and discussion with, the assigned instructor. Students must submit a petition for approval by the sponsoring faculty member and the graduate chair prior to registering for the course. No more than 6 credits of independent study courses (SPMG 63000 and SPMG 63100) may be applied toward degree requirements. Elective. 1-3 credits. (F,S,SU,Y)

SPMG 65000 - Sport Marketing (3)
Marketing theory and principles are examined and applied within the sport context. Promotional activities and programs used to implement marketing strategies that carry out the missions of sport organizations are examined. Case studies are used to understand how chief executive officers of sport organizations choose, maintain, or redirect marketing strategies and promotional activities to achieve organizational goals. Students are required to conduct sport marketing research projects and write a sport marketing proposal. 3 credits. (S, Y)

SPMG 66000 - Sports Law (3)
Focuses on a variety of legal issues in the sport management field. Various legal areas, such as tort, contract, antitrust, labor, and constitutional law, will be explored. 3 credits. (F, Y)

SPMG 67000 - Sport Economics (3)
Application of economic theory to the markets of professional and amateur sports. This course applies economic principles to analyze a wide range of issues within the realm of professional sports and intercollegiate athletics. Included is the analysis of labor markets and labor relations, public finance of sports facilities, and the organization of sports institutions. 3 credits. (S, Y)

SPMG 69000 - Internship (6)
Supervised work experience in an agency. Approval and support of a graduate faculty sponsor and the graduate chair and completion of 15 credit hours of SPMG courses with a minimum 3.00 GPA are required. 6 credits. (F,S,SU,Y)

SPMG 70000 - Thesis I (3)
Open only to qualified and preapproved students who are preparing a proposal for an original scholarly thesis. Conducted on a conference basis with the thesis adviser, the course culminates in a written and oral thesis proposal. In order for a student to enroll in Thesis II, the thesis proposal must gain approval from the thesis adviser, thesis committee, and graduate chair. Guidelines are available from the office of the graduate chair. Required for thesis plan. 3 credits. (F,S,SU)

SPMG 71000 - Thesis II (3)
Open only to qualified and preapproved students who are conducting an original research project. Conducted on a conference basis with the thesis adviser, the course culminates in a written thesis and oral thesis defense. In order to enroll in Thesis II, the student must have an approved thesis proposal. Guidelines are available from the office of the graduate chair. Required for thesis plan. Prerequisites: SPMG 66800-SPMG 70000 and approval of thesis adviser and graduate chair. Pass/fail. 3 credits. (F,S,SU)
DIRECTORY

Board of Trustees
Thomas H. Grape ’80, Chair
David A. Lebow ’83, Vice Chair
Lawrence M. Allewa ’71
Michael A. Battle ’77
Mark Dicker ’77
Caroleen A. Feeney ’86
David Fleisher II ’91
W. Kent Fuchs
Kathleen M. Garner
David A. Giannotti ’69
Adelaide P. Gomer
Jason G. Hamilton
Doreen Hetttich-Atkins
Michael Kaplan ’85
Christopher LaCroix ’79
David Lissy ’87
John D. McClung
Stephen C. McCluski ’74
Tariq H. Meyers ’14
Susan D. Pervi
Kenneth D. Pollinger ’82
Lisa B. Puntillo
Arrien L. C. Schiltkamp
Lawrence S. Smith ’69
Walter J. Smith, S.J.
Kurt J. Wolfgruber ’72
Thomas R. Rochon, ex officio

Chair Emeriti
William L. Haines
Herman E. Muller Jr. ’51

Honorary Trustees
Roberta Peters Fields
Gloria L. Hobbs

Robert A. Iger ’73
Herman E. Muller Jr. ’51
Arthur F. Narr Jr. ’48
David W. Sass ’57
George J. Schunck
Carolyn K. Serling
Roy A. Young

Administration

Office of the President
Thomas R. Rochon, A.B., A.M., Ph.D. (Michigan, Ann Arbor), President
Anthony Hopson, B.A, M.A. (Connecticut), Assistant Vice President for Community/Government Relations and Civic Engagement

Executive Officers
Marisa Kelly, B.A. (California State, Sacramento), M.A. (San Francisco State), Ph.D. (Kansas), Provost and Vice President for Educational Affairs
Eric Maguire, B.A. (Muhlenberg), M.S. (Indiana), Vice President for Enrollment Management
Nancy Pringle, B.A. (St. Rose), M.S., Ed.S. (SUNY, Albany), J.D. (SUNY, Buffalo), Vice President and College Counsel
Christopher Biehn, B.A. (Hobart College), Vice President for Institutional Advancement
Carl E. Sgrecci, A.S., B.S. (Ithaca), M.B.A. (Syracuse), CPA, Vice President for Finance and Administration

School of Business

Administration
Mary Ellen Zuckerman, B.A. (Simmons College), M.B.A., Ph.D. (Columbia University), Dean
Barbara Howard, B.S., M.B.A. (Rochester Institute of Technology), Associate Dean and Director of M.B.A. Programs

Faculty
Alka Bramhandkar, B.C. (Mumbai [India]), M.B.A., M.A., Ph.D. (SUNY Binghamton), AICWA (India), Professor of Finance
Joanne Burress, B.A. (SUNY, Geneseo), M.G.A. (Rochester Institute of Technology), Ph.D. (SUNY, Buffalo), Professor of Accounting

Joseph Cheng, B.S., M.A., Ph.D. (SUNY, Binghamton), Associate Professor of Finance

Alan H. Cohen, B.S. (Hunter), M.S. (SUNY, Binghamton), CPA, Associate Professor of Accounting

Donald W. Eckrish, B.A. (Alfred), M.B.A. (Long Island), D.B.A. (Kentucky), Professor of Marketing

Aimee Dars Ellis, B.A. (Chicago), M.B.A. (Oklahoma), Ph.D. (Arizona State), Assistant Professor of Management

G. Scott Erickson, B.A. (Haverford), M.B.A. (Southern Methodist), M.I.M. (Thunderbird), Ph.D. (Lehigh), Professor of Marketing

Linda Gasser, B.A. (Grinnell), M.S. (Indiana-Bloomington), Ph.D. (Cornell University), Assistant Professor of Management

Eileen P. Kelly, B.S. (Steubenville), M.A., Ph.D. (Cincinnati), Professor of Management

Patricia A. Libby, B.S. (Pennsylvania State), M.B.A. (DePaul), Ph.D. (Michigan, Ann Arbor), CPA, Associate Professor of Accounting

Donald E. Lifton, B.S. (Cornell University), M.S. (Pennsylvania State), Ph.D. (Cornell University), Associate Professor of Management

Jeffrey W. Lippitt, B.S. (Lehigh), M.S. (SUNY, Albany), Ph.D. (Pennsylvania State), Associate Professor of Accounting

Granger J. Macy, B.B.A. (Pace), M.B.A., M.S.Q. (Arizona State), Ph.D. (Indiana, Bloomington), Associate Professor of Management

Michael McCall, B.A. (SUNY, Buffalo), M.A., Ph.D. (Arizona State), Professor of Marketing

John McKinley, B.S. (SUNY Oneonta), LL.M. Taxation (Villanova), J.D. (Toledo), LLM Trial Advocacy (Temple), Assistant Professor of Accounting

Homoz Movassaghi, B.S., M.S. (Shiraz [Iran]), M.A., M.B.A., Ph.D. (Wisconsin, Madison), Professor of Finance and International Business

Abraham Mulugetta, B.B.A. (Addis Ababa [Ethiopia]), M.B.A., Ph.D. (Wisconsin, Madison), Professor of Finance

Gwen Seaquist, B.A. (Wells), J.D. (University of Mississippi), Professor of Legal Studies

Fahri M. Unsal, B.S., M.S. (American University of Beirut [Lebanon]), Ph.D. (Cornell University), Professor of Marketing

M. Raquibuz Zaman, B.A., M.A. (Dhaka [Bangladesh]), Ph.D. (Cornell University), Dana Professor of Finance

Roy H. Park School of Communications

Administration

Diane Gayeski, B.S. (Ithaca), M.A., Ph.D. (University of Maryland), Professor and Dean of Communications

Virginia Mansfield-Richardson, B.A. (Ohio University), M.P.A. (George Mason), Ph.D. (Ohio University), Associate Dean

Bryan Roberts, B.A., M.S. (University of Connecticut), Assistant Dean

Cory Lynn Young, B.A.C., M.A. (Bowling Green State), M. Soc. Sci. (Birmingham [England]), Ph.D. (Bowling Green State), Associate Professor of Communications and Graduate Chair

Faculty

Dario Bernardini, B.A. (Temple), M.S. (Syracuse), Assistant Professor of Communications

Mary Beth Bunge, B.A. (Macalester), M.S. (Miami University), M.L.S. (Kent State), Lecturer, Communications

Dennis Charsky, B.A. (Ithaca), M.S. (SUNY, Binghamton), Ph.D. (Northern Colorado), Associate Professor of Communications

Howard K. Kalman, A.A. (Montgomery Community), B.S.C. (Ohio), M.S., Ph.D. (Indiana, Bloomington), Associate Professor of Communications

Kurt Komaromi, B.A. (Notre Dame), M.S. (Ithaca), Assistant Professor of Marketing/Law

William Ressler, A.B. (Indiana, Bloomington), M.S., M.Phil., Ph.D. (Yale), Assistant Professor of Communications

Gordon Rowland, B.M. (University of Connecticut), M.M. (Ithaca), Ph.D. (Indiana, Bloomington) Professor of Communications

William Ryan, B.S. (Notre Dame), M.S., Ph.D. (Indiana, Bloomington), Assistant Professor of Communications

School of Health Sciences and Human Performance

Administration

Linda Petrosino, B.S., M.S. (Ithaca), Ph.D. (Ohio University), Dean and Professor of Speech-Language Pathology & Audiology Exercise and Sport Sciences

John Sigg, B.S. (Ohio State), M.S. (Florida), M.S. (Ithaca), Ph.D. (Toledo), Associate Dean of the School of Health
Sciences and Human Performance and Associate Professors of Exercise and Sport Sciences

Faculty

Health Promotion and Physical Education

Srijana M. Bajracharya, B.S., M.S. (Tribhuvan University [Nepal]), Ph.D. (Auburn University), Ph.D. (Southern Illinois University, Carbondale), Chair of Graduate Program and Professor of Health Promotion and Physical Education

Stewart Auyash, B.A. (Pittsburgh), M.P.H. (North Carolina, Chapel Hill), Ph.D. (Pennsylvania State), Associate Professor of Health Promotion and Physical Education

Mary K. Bentley, B.S. (Lock Haven University), M.S. (Mankato State), Ph.D. (Maryland, College Park), Associate Professor of Health Promotion and Physical Education

Phoebe Constantinou, B.S., M.S. (Queens), Ed.D. (Columbia University), Associate Professor of Health Promotion and Physical Education

Amy Frith, B.S., M.S., (Michigan State), M.P.H. (Emory), Ph.D. (Cornell University), Assistant Professor of Health Promotion and Physical Education

Shewanee Howard, B.S., M.S., Ph.D. (Miami, Ohio), Assistant Professor of Health Promotion and Physical Education

Prithwi Raj Subramaniam, B.S. (Agricultural University of Malaysia), M.S. (Purdue), Ph.D. (Illinois, Urbana-Champaign), Professor of Health Promotion and Physical Education

Deborah A. Wuest, B.S. (SUNY, Cortland), M.S. (Indiana, Bloomington), Ed.D. (Boston University), Professor and chair of Health Promotion and Physical Education

Exercise and Sport Sciences

Jeffrey C. Ives, B.A. (Chapman), M.S., Ph.D. (Massachusetts, Amherst), Chair of Graduate Program and Professor of Exercise and Sport Sciences

Mary Turner DePalma, B.A. (Pennsylvania), Ph.D. (Cornell University), Professor of Psychology (Associate Member)

Paul R. Geisler, B.S. (Marietta), M.S. (North Carolina, Chapel Hill), Ph.D. (Georgia Southern), Associate Professor of Exercise and Sport Sciences (Associate Member)

Miranda P. Kaye, B.S. (Cornell University), M.S. (Arizona), Ph.D. (Pennsylvania State), Assistant Professor of Exercise and Sport Sciences

Betsy A. Keller, B.S. (SUNY, Cortland), M.S., Ph.D. (Massachusetts, Amherst), Professor of Exercise and Sport Sciences

Deborah King, B.S. (Bates), M.S. (Massachusetts, Amherst), Ph.D. (Pennsylvania State), Associate Professor of Exercise and Sport Sciences

Thomas J. Pfaff, B.S. (Ithaca and SUNY, Cortland), M.S., Ph.D. (Syracuse), Associate Professor of Mathematics Science (Associate Member)

Kent C. Scriber, B.S. (Ithaca), M.S. (SUNY, Cortland), Ed.D. (Syracuse), PT, Professor of Exercise and Sport Sciences

Gary A. Sforzo, B.S. (Brooklyn), M.S. (Purdue), Ph.D. (Maryland, College Park), Professor of Exercise and Sport Sciences

Greg A. Shelley, B.A. (Nebraska, Lincoln), M.S. (Iowa), Ph.D. (Utah), Associate Professor of Exercise and Sport Sciences

Thomas Swensen, B.A. (Vanderbilt), M.S., Ph.D. (Tennessee, Knoxville), Professor of Exercise and Sport Sciences

Justine Vosloo, B.S. (Southeastern Louisiana), M.S., M.A. (West Virginia), Ph.D. (West Virginia), Assistant Professor of Exercise and Sport Sciences

Occupational Therapy

Melinda A. Cozzolino, B.S. (Keuka), M.S. (Scranton), OTR/L, Clinical Doctorate, O.T.D. (Creighton), Chair of Graduate Program and Associate Professor of Occupational Therapy (Associate Member)

Michelle Bradshaw, B.S. (Boston University), D.C. (New York Chiropractic College), OTR, Assistant Professor

Rita Daly, B.S., M.S. (D’Youville), Assistant Professor, OTR/L

Carole W. Dennis, B.S. (University of New Hampshire), M.A. (University of Connecticut), Sc.D. (Boston University), OTR, Chair of Occupational Therapy and Associate Professor

Julie Dorsey, B.S., M.S. (Ithaca), Assistant Professor of Occupational Therapy

Amy Gerney, B.S. (Syracuse), M.S. (Temple), O.T.D. (Thomas Jefferson), Assistant Professor

Lynn Gitlow, B.A. (Beaver College), OTR (Thomas Jefferson), M.Ed., Ph.D. (Maine, Orono), Associate Professor

Diane M. Long, B.S., M.S. (SUNY, Buffalo), Ed.D. (University of Phoenix), OTR/L, Associate Professor and Curriculum Director of Occupational Therapy
Meghan McNally, B.S. (Keuka), M.A.S.S. (SUNY Binghamton), OTR/L, Lecturer (part-time) of Occupational Therapy (Adjunct Member)
Jessica Valdez Taves, B.A. (Ithaca), M.S. (Colorado State), OTR, Assistant Professor

Physical Therapy
Katherine L. Beissner, B.S. (Texas, Dallas), M.S. (Texas Women’s), Ph.D. (Syracuse), Professor of Physical Therapy
Barbara C. Belyea, B.S., M.S. (Ithaca), DPT (Montana, Missoula), Clinical Professor of Physical Therapy
Michael E. Buck, B.S. (Canisius), M.S. (Beaver), Ph.D. (Touro University International), Clinical Associate Professor of Physical Therapy
Charles Ciccone, B.S. (Ithaca), Ph.D. (Rutgers, New Brunswick), Professor of Physical Therapy
Hilary B. Greenberger, B.A. (Oberlin), B. Sc. (Ithaca), M.S. (Dalhousie), Ph.D. (Virginia Commonwealth), Associate Professor of Physical Therapy
Tiffany Hilton, B.S. (Wake Forest), MPT (University of St. Augustine for Health Sciences), Ph.D. (Florida, Gainesville), Assistant Professor of Physical Therapy
Teresa A. Hoppenrath, B.A. (South Florida), B.S. (Ithaca), M.S. (Rocky Mountain), DPT (MGH Institute of Health Professions), Assistant Professor of Physical Therapy
Jeffrey Houck, B.S. (Virginia Commonwealth Medical College of Virginia), M.A., Ph.D. (Iowa), PT, Professor of Physical Therapy (Associate Member)
Stephen P. Lahr, B.S. (Ithaca), Ph.D. (SUNY Upstate Medical University), Associate Professor of Physical Education
Helene Marie Larin, D.E.C. (Marguerite Bourgeois [Canada]), B.S. (Montreal [Canada]), M.S. (North Carolina, Chapel Hill), M.Ed., Ph.D. (Toronto [Canada]), Associate Professor of Physical Therapy
Christine A. McNamara, B.S. (Ithaca), B.S. (SUNY Upstate Medical University), D.P.T. (Simmons), Clinical Assistant Professor of Physical Therapy
Ernest Nalette, B.S. (Ithaca), M.Ed., Ed.D. (Vermont), Associate Professor of Physical Therapy
Deborah A. Nawoczenski, B.S., M.Ed. (Temple), Ph.D. (Iowa), PT, Professor of Physical Therapy
Karen W. Nolan, B.S. (Ithaca), M.S. (Rochester), DPT (Regis), PT, Associate Professor of Physical Therapy
Nicholas F. Quarrier, B.S., Certificate (New York University), B.A. (Ithaca), M.H.S. (Indianapolis), D.P.T. (Washington University School of Medicine), Clinical Associate Professor of Physical Therapy
Andrew Robinson, B.S. (SUNY, Buffalo), Ph.D. (Medical College of Virginia Commonwealth University), Professor of Physical Therapy
Annette M. Willgens, B.S. (Ithaca), M.Ed. (New York University), Ed.D. (Northcentral University), Assistant Professor of Physical Therapy
John J. Winslow, B.S. (SUNY, Brockport), M.S. (Old Dominion), DPT (University of St. Augustine for Health Sciences), Assistant Professor of Physical Therapy
Cynthia M. Zablotsy, B.S. (SUNY, Buffalo), M.S. (University of Southern California), D.P.T. (Massachusetts General Hospital Institute of Health), Associate Professor of Physical Therapy

Speech-Language Pathology and Audiology
Richard J. Schissel, B.A. (Wisconsin, Whitewater), M.S., Ph.D. (Pennsylvania State), Associate Professor of Speech-Language Pathology and Graduate Chair
Luanne Andersson, B.A. (Ohio State), M.S. (Florida State), Ph.D. (University of Connecticut), Associate Professor of Speech-Language Pathology
Tina Caswell, B.S. (Plattsburgh), M.S. (Syracuse), Clinical Assistant Professor

Sport Management and Media
Craig Paiement, B.S. (SUNY Brockport), M.S., Ph.D. (Michigan State), Assistant Professor of Sport Management and Media and Interim Graduate Chair
Annemarie Farrell, B.A. (Mount Holyoke), M.A., Ph.D. (Ohio State), Associate Professor of Sport Management
School of Humanities and Sciences

Administration

Leslie W. Lewis, B.A. (St. John’s College), M.A. (University of Virginia), Ph.D. (Indiana University), Dean
Stacia Zabusky, A.B. (Harvard), M.A., Ph.D. (Cornell University), Associate Dean for Curriculum and Faculty Development
Kathy Lucas, B.S., M.S. (Ithaca), Assistant Dean for Student Services
Linda Hanrahan, B.A. (Boston College), M.S. (University of Pennsylvania), Ed.D. (Rutgers), Chair of Graduate Programs in Education and Associate Professor

Faculty

Elizabeth Bleicher, B.A., M.A. (Georgetown), Ph.D. (University of Southern California), Associate Professor of English
Daniel Breen, B.A. (Connecticut), M.A. (Yale), Ph.D. (Duke), Associate Professor of English
Karin Breur, B.A. (New College), M.A., Ph.D. (North Carolina, Chapel Hill), Associate Professor of Biology
Edward Cluett, A.B. (Boston College), Ph.D. (Cornell University), Associate Professor of History
Vivian Bruce Conger, B.A. (LeMoyne), M.A., Ph.D. (Cornell University), Associate Professor of History
James Conklin, B.S. (Miami University), M.S. (Cornell University), Ph.D. (Rochester), Associate Professor of Mathematics
Jeane Copenhaver-Johnson, B.A., M.Ed., Ph.D. (University of Florida), Associate Professor of Education
Katherine Crawford-Garrett, B.A. (Colgate), E.M. (Boston University), M.A. (Middlebury), Ed.D. (University of Pennsylvania), Assistant Professor of Education
Maria DiFrancesco, B.A. (Canisius), M.A., Ph.D. (SUNY, Buffalo), Associate Professor of Spanish
Jason Freitag, B.A., M.A. (New York University), Ph.D. (Columbia University), Associate Professor of Spanish
Cristina Gomez, B.S. (Universidad Pedagogica Nacional [Columbia]), Ph.D. (Wisconsin, Madison), Assistant Professor of Education and Mathematics
Elizabeth B. Hall, B.A. (Amherst), M.A., Ph.D. (Wisconsin, Madison), Assistant Professor of Modern Languages and Literatures
Mark Hall, B.A. (Wake Forest), M.A. Ph.D. (Wisconsin, Madison), Assistant Professor of Modern Languages and Literatures
Christopher Holmes, B.A. (Bates College), M.A.T., Ph.D. (Brown University), M.A. (Middlebury), Assistant Professor of English
Luke Keller, B.S. (Arizona, Tuscon), M.A., Ph.D. (Texas, Austin), Associate Professor of Physics
Julio Lopez-Arias, B.A. (Santiago [Spain]), M.A. (Pontificia de Salamanca [Spain]), M.A., Ph.D. (Michigan, Ann Arbor), Associate Professor of Modern Languages and Literatures
Peter Martin, B.A., M.S. (University of Pennsylvania), Ed.D. (George Washington), Assistant Professor of Education
Matthew Price, B.S., M.S., Ph.D. (Oregon State), M.S. (Oklahoma), Assistant Professor of Physics
Thomas J. Pfaff, B.S. (Ithaca and SUNY, Cortland), M.S., Ph.D. (Syracuse), Associate Professor of Mathematics
Michael Rogers, B.S. (SUNY Geneseo), M.S., M.A., Ph.D. (Oregon State), Associate Professor of Physics
John Storm, B.A., M.A. (Brigham Young), Ph.D. (Purdue), Assistant Professor of Modern Languages and Literatures
James Swafford, B.A. (Kansas), M.A., Ph.D. (Duke), Associate Professor of English
Anne L. Theobald, B.A. (College of St. Benedict), M.A. (Wisconsin, Madison), Assistant Professor of Modern Languages and Literatures
Michael Trotti, B.A. (Virginia Commonwealth), M.A., Ph.D. (North Carolina, Chapel Hill), Associate Professor of History
Michael Twomey, B.A. (SUNY, Albany), A.M. (Boston College), Ph.D. (Cornell University), Professor of English
Gladys Varona-Lacey, B.A. (Wells), M.A., Ph.D. (Pittsburgh), Professor of Modern Languages and Literatures
Kirsten Wasson, B.A. (Wesleyan University), M.A. (SUNY, Binghamton), Ph.D. (Wisconsin, Madison), Assistant Professor of English
Zenon Wasyliw, A.A. (Broome Community), B.A., M.A., M.A.T., Ph.D. (SUNY, Binghamton), Associate Professor of History
Aaron Weinberg, B.A. (Williams), M.A., Ph.D. (Wisconsin, Madison), Associate Professor of Mathematics

School of Music

Administration

Craig C. Cummings, B.M.E., M.M., Ph.D. (Indiana, Bloomington), Interim Dean and Professor of Music Theory
David A. Pacun, B.A. (Swarthmore), M.A., Ph.D. (University of Chicago), Interim Associate Dean and Professor of Music Theory

Les A. S. Black, B.A. (Western Ontario [Canada], Ph.D. (Yale), Associate Professor of Music and Music Theory, Chair of Graduate Studies, and Director of Summer Programs in Music

Thomas Kline, B.M. (Ithaca), Director of Music Admission

Faculty

Conrad Alexander, B.S. (Southern Methodist), M.M. (Eastman School of Music), Adjunct Assistant Professor (part-time) -- Percussion

Susan J. Avery, B.M. (Eastman School of Music), M.M. (Ithaca), Ph.D. (Eastman School of Music), Associate Professor of Music -- Music Education

Diane Birr, B.S. (Wisconsin, Stevens Point), M.M. (Indiana, Bloomington), D.M.A. (Eastman School of Music), Professor of Music -- Piano

Randie Blooding, B.M.E. (Colorado State), M.M. (Southern Methodist), D.M.A. (Ohio State), Associate Professor of Music -- Voice

Frank G. Campos, A.A. (Monterey Peninsula), B.A. (California State, Fresno), M.M. (University of North Texas), Professor of Music -- Trumpet and Music Education

Pablo Cohen, B.M. (Buenos Aires Conservatory [Argentina]), M.M., D.M.A. (Temple), Associate Professor of Music -- Classical Guitar

Brian DeMaris, B.M. (Ithaca), M.M. (New England Conservatory), Assistant Professor of Music -- Musical Theater and Opera

Nicholas DiEugenio, B.M., M.M. (Cleveland Institute of Music), M.M.A. (Yale), Assistant Professor of Music -- Violin

Charis Dimaras, Diploma (Royal College [London]), M.M. (Juilliard), D.M.A. (Manhattan), Associate Professor of Music -- Piano

Lawrence A. Doebler, B.M. (Oberlin), M.M. (Washington University), Professor of Music -- Director of Choral Music

Kim Dunnick, B.M. (Indiana, Bloomington), M.M. (Catholic University of America), D.M. (Indiana, Bloomington), Chair of Performance Studies in Music and Professor of Music -- Trumpet

Richard Faria, B.M. (Ithaca), M.M. (Michigan State), D.M.A. (SUNY, Stony Brook), Professor of Music -- Clarinet

Mark L. Fonder, B.M. (Lawrence), M.S., Ed.D. (Illinois, Urbana-Champaign), Professor of Music -- Music Education

Janet R. Galván, B.M., M.M., Ed.D. (North Carolina, Greensboro), Professor of Music -- Music Education

Michael Galván, B.M.E. (New Mexico), M.M. (Illinois, Urbana-Champaign), Professor of Music -- Clarinet and Music Education

Lee Goodhew-Romm, B.M. (North Texas State), M.M. (Southern Methodist), D.M.A. (Michigan State), Professor of Music -- Bassoon

Jorge Villavicencio Grossmann, B.M. (Faculdade Santa Marcelina [Brazil]), M.M. (Florida International), D.M.A. (Boston University), Assistant Professor of Music -- Composition

Sara Haefeli, B.M., M.M. (Northern Colorado), Ph.D. (Illinois, Urbana-Champaign), Assistant Professor of Music -- Music History

Jennifer Hayghe, B.M., M.M., D.M.A. (Juilliard), Associate Professor of Music -- Piano

Nathan Hess, B.M. (James Madison), M.M., D.M.A. (Cincinnati), Assistant Professor of Music -- Piano

Bradley Hougham, B.M. (Saskatchewan [Canada]), M.A. (Aaron Copland School of Music, Queens), Assistant Professor of Music -- Voice

Daniel Isbell, B.M. (Ithaca), M.M. (New Mexico), Ph.D. (Colorado, Boulder), Assistant Professor of Music -- Music Education

Rebecca Jemian, B.M. (Peabody Conservatory), M.M. (Texas, Austin), Ph.D. (Indiana, Bloomington), Associate Professor of Music -- Music Theory

Timothy Johnson, B.M. (Massachusetts, Lowell), M.M. (University of Connecticut), Ph.D. (SUNY, Buffalo), Professor of Music -- Music Theory

Keith A. Kaiser, B.M.E. (Wyoming), M.M. (Redlands), Ph.D. (Florida State), Professor of Music -- Music Education

Jennifer Kay, B.M. (Ithaca), M.M., D.M.A. (Boston University), Assistant Professor of Music -- Voice

Sally Lamb-McCune, B.F.A. (California Institute of the Arts), M.F.A., D.M.A. (Cornell), Assistant Professor of Music -- Music Theory

Deborah Martin, B.M. (Baylor), M.M., D.M. (Indiana, Bloomington), Professor of Music -- Piano

Emily Mason, B.M. (Capital University), M.M. (Ohio State), Ph.D. (Florida State), Assistant Professor of Music -- Music Education
Steven Mauk, B.S. (Tennessee, Knoxville), M.M., D.M.A. (Michigan, Ann Arbor), Professor of Music - Saxophone
Carol McAmis, B.M., M.M. (Kansas), Professor of Music - Voice
Wendy Herbener Mehne, B.M.E. (Nebraska, Lincoln), M.M. (Michigan, Ann Arbor), D.M.A. (Wisconsin, Madison), Professor of Music -- Flute
Phiroze Mehta, B.E. (Poona [India]), M.E. (University of Florida), M.M. (Massachusetts, Amherst), Licenciate (Royal School of Music [England]), Professor of Music -- Piano
Jeffery Meyer, B.M. (Lawrence University), M.M., D.M.A. (SUNY, Stony Brook), Associate Professor of Music, Director of Orchestras
James P. Mick, B.M.Ed. (Texas Christian), M.M. (Ithaca), Ph.D. (Florida State), Assistant Professor of Music -- Music Education
Deborah Montgomery-Cove, B.M. (North Carolina, Greensboro), M.M. (Illinois, Urbana-Champaign), Professor of Music -- Voice
Debra Moree, B.M., M.M. (Indiana, Bloomington), Professor of Music -- Viola and Violin
Paige R. Morgan, B.M. (Kansas), M.M., D.M.A. (Eastman School of Music), Professor of Music -- Oboe
Timothy A. Nord, B.S., M.S. (Portland State), M.M. (Nebraska, Lincoln), Ph.D. (Wisconsin, Madison), Associate Professor of Music -- Music Theory
David Parks, B.M. (Westminster Choir College of Rider), M.M. (Michigan, Ann Arbor), D.M.A. (Arizona), Professor of Music -- Voice
Patrice Pastore, B.A. (Bryn Mawr), M.A. (Tufts), M.M. (New England Conservatory of Music), Professor of Music -- Voice
Elizabeth Peterson, B.M. (Michigan, Ann Arbor), M.M. (Northwestern University), D.M.A. ( Shenandoah Conservatory), Associate Professor of Music -- Music Education
Stephen G. Peterson, B.M., M.M. (Arizona State), Ph.D. (Northwestern University), Professor of Music -- Director of Bands
Dawn Pierce, B.M. (Ithaca), M.M. (North Carolina School of the Arts), Assistant Professor of Music -- Voice
Jean C. Radice, B.M. (Boston University), M.M. (Cincinnati), Lecturer (part-time) -- Organ
Mark A. Radice, B.M. (Boston University), M.M. (Cincinnati), Ph.D. (Eastman School of Music), Professor of Music -- Music History
Harold A. Reynolds, B.M. (St. Mary’s University), M.Ed. (Southwest Texas State), D.M.A. (Eastman School of Music), Professor of Music -- Trombone
Carrie Reuning-Hummel, B.A. (Iowa), M.S. (Ithaca), Lecturer (part-time) -- Suzuki
Deborah Rifkin, B.A. (SUNY, Binghampton), M.M. (University of Michigan), Ph.D. (Eastman School of Music), Associate Professor of Music -- Theory
Peter Rothbart, B.A. (Massachusetts, Amherst), B.M. (Eastman School of Music), M.M. (Ithaca), D.M.A. (Cleveland Institute of Music), Professor of Music -- Electroacoustic Music
Kristina Shanton, B.M. (Ithaca), M.M. (Washington University, St. Louis), M.A. Pennsylvania State), M.S. (Illinois) -- Music Librarian and Instructor
Alex Shuhan, B.M. (Eastman School of Music), M.M. (Southern Methodist), Associate Professor of Music -- French Horn
Peter S. Silberman, B.M. (Oberlin), M.A. (Eastman School of Music), Assistant Professor of Music -- Theory
Elizabeth P. Simkin, B.M. (Oberlin), M.M. (Eastman School of Music), Associate Professor of Music -- Cello
Gordon Stout, B.M., M.M. (Eastman School of Music), Professor of Music -- Percussion
Aaron Tindall, B.M. (Pennsylvania State), M.M. (The Royal Northern College of Music[England]), D.M.A. (Colorado, Boulder), Assistant Professor of Music, Tuba and Euphonium
Michael Titlebaum, B.M., M.M. (Eastman School of Music) -- Assistant Professor of Music -- Jazz Studies
Nicholas Walker, B.A. (Rice), M.M., D.M.A. (SUNY, Stony Brook), Assistant Professor of Music -- Double Bass
Ivy Walz, B.M., M.M. (Ithaca), Assistant Professor of Music -- Voice
Susan Waterbury, B.M (Ohio State), M. M. (Eastman School of Music), Associate Professor of Music -- Violin
Chad West, B.M. (Arizona State), M.M. (University of Georgia, Ph.D. (Michigan, Ann Arbor), Assistant Professor of Music -- Music Education
John W. White, B.M. (Northern Colorado), M.M. (Ithaca), Ph.D. (Indiana, Bloomington), Associate Professor of Music -- Music Theory
Baruch Whitehead, B.A., B.M.E. (Cincinnati), M.F.A. (University of Florida), Ph.D. (Capella) Associate Professor of Music -- Music Education
Dana Wilson, B.A. (Bowdoin), M.A. (University of Connecticut), Ph.D. (Eastman School of Music), Dana Professor of Music -- Music Composition
Index

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About This Catalog</td>
<td>4</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>23</td>
</tr>
<tr>
<td>Academic Information</td>
<td>22</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>22</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>10</td>
</tr>
<tr>
<td>Academic Standing and Eligibility</td>
<td>17</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>23</td>
</tr>
<tr>
<td>Accommodations/Meal Plans</td>
<td>7</td>
</tr>
<tr>
<td>Accreditations and Affiliations</td>
<td>9</td>
</tr>
<tr>
<td>Additional Application Materials Needed</td>
<td>13</td>
</tr>
<tr>
<td>Administration</td>
<td>104, 105, 108</td>
</tr>
<tr>
<td>Admission Application Deadlines</td>
<td>13</td>
</tr>
<tr>
<td>Admission Categories</td>
<td>12</td>
</tr>
<tr>
<td>Adolescence Education</td>
<td>33</td>
</tr>
<tr>
<td>Adolescence Education Application Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Aid Programs</td>
<td>18</td>
</tr>
<tr>
<td>All-College</td>
<td>9</td>
</tr>
<tr>
<td>Application</td>
<td>17</td>
</tr>
<tr>
<td>Application Deadlines</td>
<td>15</td>
</tr>
<tr>
<td>Application Procedures</td>
<td>18</td>
</tr>
<tr>
<td>Application Process for Graduation</td>
<td>24</td>
</tr>
<tr>
<td>Apply Online</td>
<td>13</td>
</tr>
<tr>
<td>ART - Art</td>
<td>56</td>
</tr>
<tr>
<td>Assistantship Responsibilities</td>
<td>17</td>
</tr>
<tr>
<td>Assistantships and Scholarships</td>
<td>17</td>
</tr>
<tr>
<td>Audit Policy</td>
<td>25</td>
</tr>
<tr>
<td>Award Schedule</td>
<td>19</td>
</tr>
<tr>
<td>BGRD - Business</td>
<td>56</td>
</tr>
<tr>
<td>BGRD - Business-Grad</td>
<td>59</td>
</tr>
<tr>
<td>BIOC - Biochemistry</td>
<td>59</td>
</tr>
<tr>
<td>BIOL - Biology</td>
<td>59</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>104</td>
</tr>
<tr>
<td>Business Administration</td>
<td>27</td>
</tr>
<tr>
<td>Business Administration (M.B.A.)</td>
<td>28</td>
</tr>
<tr>
<td>Business Administration (M.B.A.) in Professional Accountancy</td>
<td>28</td>
</tr>
<tr>
<td>CHEM - Chemistry</td>
<td>59</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>34</td>
</tr>
<tr>
<td>Childhood Education Application Requirements</td>
<td>14</td>
</tr>
<tr>
<td>COMM - Communications</td>
<td>60</td>
</tr>
<tr>
<td>COMM - Communications-Graduate</td>
<td>62</td>
</tr>
<tr>
<td>Communications</td>
<td>30</td>
</tr>
<tr>
<td>Communications Application Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Communications M.S.</td>
<td>30</td>
</tr>
<tr>
<td>Composition M.M.</td>
<td>44</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>23</td>
</tr>
<tr>
<td>Conducting M.M.</td>
<td>44</td>
</tr>
<tr>
<td>Contacting the College</td>
<td>4</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>56</td>
</tr>
<tr>
<td>Course Numbering System</td>
<td>25</td>
</tr>
<tr>
<td>Course Offerings</td>
<td>25</td>
</tr>
<tr>
<td>Credit and Load Requirements</td>
<td>17</td>
</tr>
<tr>
<td>Curricular Information for All Degrees</td>
<td>43</td>
</tr>
<tr>
<td>Deadlines for Completing Assistantship Applications</td>
<td>17</td>
</tr>
<tr>
<td>Degree Candidate (Matriculated)</td>
<td>12</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>6</td>
</tr>
<tr>
<td>Directory</td>
<td>104</td>
</tr>
<tr>
<td>Discrimination Policy</td>
<td>4</td>
</tr>
<tr>
<td>Doctorate in Physical Therapy</td>
<td>51</td>
</tr>
<tr>
<td>Documents and Credentials</td>
<td>15</td>
</tr>
<tr>
<td>EDUC - Education</td>
<td>62</td>
</tr>
<tr>
<td>Education</td>
<td>32</td>
</tr>
<tr>
<td>Educational Assistance (GI Bill)</td>
<td>19</td>
</tr>
<tr>
<td>ENGL - English</td>
<td>64</td>
</tr>
<tr>
<td>ESSG Exercise Sport SciencesGrad</td>
<td>67</td>
</tr>
<tr>
<td>ESSG - Exercise Sport Sciences</td>
<td>64</td>
</tr>
<tr>
<td>Executive Officers</td>
<td>104</td>
</tr>
<tr>
<td>Exercise and Sport Sciences</td>
<td>37, 106</td>
</tr>
<tr>
<td>Exercise and Sport Sciences -- Master of Science Degree without Thesis</td>
<td>38</td>
</tr>
<tr>
<td>Exercise and Sport Sciences -- Master of Science Degree with Thesis</td>
<td>38</td>
</tr>
<tr>
<td>Exercise and Sports Sciences Areas of Concentration</td>
<td>38</td>
</tr>
<tr>
<td>Exercise Physiology Concentration</td>
<td>39</td>
</tr>
<tr>
<td>Expenses</td>
<td>15</td>
</tr>
<tr>
<td>Extramural Students</td>
<td>12</td>
</tr>
<tr>
<td>Faculty</td>
<td>104, 105, 106, 108, 109</td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act of 1974 (FERPA)</td>
<td>24</td>
</tr>
<tr>
<td>Federal Direct Loans -- Unsubsidized</td>
<td>18</td>
</tr>
<tr>
<td>Federal Direct PLUS Loan for Graduate Students</td>
<td>19</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>18</td>
</tr>
<tr>
<td>Federal Work-Study Program (FWS)</td>
<td>19</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>17</td>
</tr>
<tr>
<td>FREN - French</td>
<td>67</td>
</tr>
<tr>
<td>Full-Time Study</td>
<td>24</td>
</tr>
<tr>
<td>General Information</td>
<td>6</td>
</tr>
<tr>
<td>General Regulations</td>
<td>16</td>
</tr>
<tr>
<td>GMAT Scores</td>
<td>14</td>
</tr>
<tr>
<td>Good Academic Standing</td>
<td>22</td>
</tr>
<tr>
<td>Grade Point Average (GPA) for Graduation</td>
<td>22</td>
</tr>
<tr>
<td>Grading System</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Application Procedures</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Assistships</td>
<td>17</td>
</tr>
<tr>
<td>Graduate Catalog 2012-2013</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>7</td>
</tr>
<tr>
<td>GRE Scores</td>
<td>14</td>
</tr>
<tr>
<td>Health Center</td>
<td>7</td>
</tr>
<tr>
<td>Health Education M.S.</td>
<td>41</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>8</td>
</tr>
<tr>
<td>Health Promotion and Physical Education</td>
<td>41, 106</td>
</tr>
<tr>
<td>Health Report</td>
<td>14</td>
</tr>
<tr>
<td>HINT - Health Interdiscip Studies</td>
<td>68</td>
</tr>
<tr>
<td>Subject</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>HIST - History</td>
<td>68</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>HPEG - Health Education and Physical Education</td>
<td>68</td>
</tr>
<tr>
<td>HPEG - Health Physical Educ - Grad</td>
<td>71</td>
</tr>
<tr>
<td>Human Performance Concentration</td>
<td>40</td>
</tr>
<tr>
<td>Important Declarations</td>
<td>4</td>
</tr>
<tr>
<td>Incomplete Grades</td>
<td>22, 25</td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>11</td>
</tr>
<tr>
<td>Ithaca College Scholarships and Grants</td>
<td>18</td>
</tr>
<tr>
<td>Ithaca College–Cornell University Exchange</td>
<td>25</td>
</tr>
<tr>
<td>Library</td>
<td>10</td>
</tr>
<tr>
<td>Loan Schedule</td>
<td>18, 19</td>
</tr>
<tr>
<td>MATH - Mathematics</td>
<td>71</td>
</tr>
<tr>
<td>MUED - Music Education</td>
<td>71</td>
</tr>
<tr>
<td>MUEN - Music Ensembles</td>
<td>75</td>
</tr>
<tr>
<td>MUMC - Music-Miscellaneous</td>
<td>76</td>
</tr>
<tr>
<td>Music</td>
<td>43</td>
</tr>
<tr>
<td>Music Application Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Music Education (M.M. or M.S.)</td>
<td>45</td>
</tr>
<tr>
<td>MUTH Music Theory Sightsinging Composing</td>
<td>78</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>47, 106</td>
</tr>
<tr>
<td>Occupational Therapy Combined BS/MS program</td>
<td>48</td>
</tr>
<tr>
<td>Occupational Therapy M.S. – Professional Entry Level</td>
<td>49</td>
</tr>
<tr>
<td>Office of Career Services</td>
<td>8</td>
</tr>
<tr>
<td>Office of Counseling and Wellness</td>
<td>8</td>
</tr>
<tr>
<td>Office of Public Safety</td>
<td>9</td>
</tr>
<tr>
<td>Office of the President</td>
<td>104</td>
</tr>
<tr>
<td>Other Charges</td>
<td>15</td>
</tr>
<tr>
<td>Other Resources and Information</td>
<td>21</td>
</tr>
<tr>
<td>OTMS - Occupational Therapy</td>
<td>81</td>
</tr>
<tr>
<td>OTMS - Occupational Therapy-Grad</td>
<td>85</td>
</tr>
<tr>
<td>Pass/Fail Option</td>
<td>25</td>
</tr>
<tr>
<td>Payment Plans</td>
<td>15</td>
</tr>
<tr>
<td>PDPT Physical Therapy DPT</td>
<td>85</td>
</tr>
<tr>
<td>Performance M.M.</td>
<td>45</td>
</tr>
<tr>
<td>PFMI - Performance-Major</td>
<td>93</td>
</tr>
<tr>
<td>Photographs</td>
<td>4</td>
</tr>
<tr>
<td>PHYS - Physics</td>
<td>94</td>
</tr>
<tr>
<td>Physical Education M.S.</td>
<td>42</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>51, 107</td>
</tr>
<tr>
<td>Policy on Grade Disputes</td>
<td>25</td>
</tr>
<tr>
<td>Program Changes</td>
<td>23</td>
</tr>
<tr>
<td>Provisional (Non-Matriculated)</td>
<td>12</td>
</tr>
<tr>
<td>PTBS - Physical Therapy - Undergraduate</td>
<td>94</td>
</tr>
<tr>
<td>PTMS - Physical Therapy - Graduate</td>
<td>97</td>
</tr>
<tr>
<td>Recommendations</td>
<td>13</td>
</tr>
<tr>
<td>Refund Procedure</td>
<td>20</td>
</tr>
<tr>
<td>Registration and Course Information</td>
<td>24</td>
</tr>
<tr>
<td>Responsibilities of Borrowers</td>
<td>18, 19</td>
</tr>
</tbody>
</table>