Master of Fine Arts

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

This two-year program is highly competitive; only eight Ceramic Art, five Electronic Integrated Arts, and five Sculpture/Dimensional Studies students are admitted annually. Each accepted M.F.A. candidate is given full tuition funding and a financial stipend, either as a teaching assistant or as an intern, within the Art and Design program.

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

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

Application
Applicants for admission should hold the baccalaureate degree with the equivalent of sixty credit hours in studio courses. A portfolio of completed works could be considered the equivalent of some studio courses.

In addition to the transcripts and letters of recommendation required of all students, applicants to the MFA program must present a portfolio showing competency in the appropriate areas. All applicants must conform to the current area specifications as listed on the following link http://alfred.edu/admissions/apply/grad-art-portfolio.cfm

The School of Art and Design of the New York State College of Ceramics at Alfred University offers graduate study in three divisional areas: Ceramic Art, Electronic Integrated Arts and Sculpture/Dimensional Studies (concentration in either glass art or sculpture). Applicants should make clear to which M.F.A. program they are applying.

All applications are made through the Graduate Admissions Office and all supporting documents and the portfolio must be submitted to the Graduate Admissions Office by January 15th of the application year. Only completed applications will be forwarded to the Faculty Review Committee. It is important to clearly indicate which program you want to enter, as documentation and portfolios are only reviewed by the faculty in the specific program indicated on the application form.

No applications for January enrollment are considered

Accepted Applicants must make a $200 deposit and return a signed contract as directed in the notification of acceptance or their acceptance becomes void.

Financial Support
In addition to a grant for full tuition waiver for both years of residency in the program, each M.F.A. student is guaranteed an assistantship for every semester of the two-year program. Graduate assistantships consist of three types: a teaching
assistantship, a teaching internship, and a facilities coordinator. In all cases, the student receives a stipend of $4,750 for the academic year.

Graduate teaching assistants help faculty members in the performance of their academic duties; a graduate teaching intern teaches one (four credit hour) studio course per semester; and a facilities coordinator works with the division head and technicians to organize and manage studio facilities. All assistants have a commitment of approximately 10 hours/week to meet the requirements of the stipend. Assignments are made in consultation among faculty, students and division chairs at the beginning of each semester.

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

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

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

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

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

Concentration in Glass Art
Applicants to the Glass Art program will have made a commitment to working with glass as a medium for artistic expression.
Degree Programs

Concentration in Sculpture
Applicants to the Sculpture program will have made a commitment to the making of sculpture with or without media specificity.

Degree Requirements
Degree requirements include two years of residence and a minimum of sixty graduate credit hours. Reviews of work are scheduled at midterm and at the end of each semester.

First-Year Requirements – Ceramic Art
Advanced Ceramics (Fall and Spring) 16-20
Ceramic Materials I: Clay bodies and glazes (Fall) 2
Choice of at least one of the following technical courses: 2
(Spring 1st Yr or Fall 2nd Yr)
   Ceramic Materials II: Problem-solving for the ceramic artist
   Kiln Procedures and Construction
   Intro to 3D Modeling and Rapid prototyping
   Methods for Digital Output
   Art History (Ceramic) (Fall) 4
   Topics in Ceramic Art (Spring) 2
   First Year Graduate Seminar) (Fall) 2
   Studio Electives (Spring 1st Yr or Fall 2nd Yr) 0-4

First-Year Requirements – Electronic Integrated Arts
Advanced Electronic Arts 16
Work and Analysis 8
Art History/Criticism 4
Electronic Strategies (non-time based) 4
Electronic Strategies (time based) 4
First Year Graduate Seminar 2
Electives 0-4

First-Year Requirements – Sculpture/Dimensional Studies
Concentration in Glass Art and Sculpture
Advanced Sculpture/Dimensional Studies 16-20
History of Art 4
Studio Practice 2
First Year Graduate Seminar 2
Electives 0-4

Overview of Required Courses

Ceramic Art
ART 501  Studio Elective* (outside major concentration) 4
ART 552  Advanced Ceramics* (credits per semester, 1st Year) 8-12
ART 555  Ceramic Materials I: Clay Bodies and Glazes 2
Choice of at least one of the following technical courses: 2
(Spring 1st Yr or Fall 2nd Yr)
   ART 553  Ceramic Materials II: Problem-solving for the ceramic artist
          (Prerequisite: Ceramic Materials I: Clay bodies and glazes)
   ART 581  Kiln Procedures and Construction
   ART 587  Intro to 3D Modeling & Rapid Prototyping
ART 590 Methods for Digital Output  
(Prerequisite: Intro to 3D Modeling & Rapid Prototyping)

ART 560 Ceramics Graduate Seminar 2
ART 672 Written Thesis Preparation 4
ART 680 Thesis* (credits per semester, 2nd Year) 8-12
ARTH 563 Ceramics and Cultural Identity 4
ARTH 660 First Year Graduate Seminar 2

Minimum Total Credit Hours Required for the Program 60

Electronic Integrated Arts

ART 501 Studio Elective* (outside major concentration) 4
ART 523 Work and Analysis 16
ART 524 Electronic Strategies (non-time based) 2
ART 525 Advanced Electronic Arts* 16-20
ART 526 Electronic Strategies (time based) 2
ART 671 Written Thesis Preparation-EIA 4
ART 681 Thesis* 16-20
ARTH 660 First Year Graduate Seminar 2
ARTH minimum one Art History/Criticism course 4

Minimum Total Credit Hours Required for the Program 60

Sculpture/Dimensional Studies

Concentration in Glass Art and Sculpture

ART 501 Studio Elective* (outside major concentration) 8
ART 529 Studio Practice 6
ART 522 Advanced Sculpture/Dimensional Studies* (credits per semester, 1st Year) 8-12
ART 672 Written Thesis Preparation 4
ART 682 Thesis* (credits per semester, 2nd Year) 8-12
ARTH 561 Viewing Sculpture 4
ARTH 660 First Year Graduate Seminar 2
ARTH minimum one additional Art History/Criticism course 4

Minimum Total Credit Hours Required for the Program 60

*A materials fee, is charged for these courses

Master of Business Administration

The Alfred University MBA program focuses on critical thinking, teamwork, and decision making. Students are enrolled in either the general business administration MBA or a specialized accounting track. Our cohort model builds a sense of community among MBA students, and offers opportunities for close engagement with faculty and peers.

The curriculum has a special focus on enterprise resource planning (ERP). An ERP system (used by many Fortune 500 companies) is an integrated enterprise-wide software to operate business processes in an efficient manner. Simulations and computer applications are embedded across MBA courses, leading to certification in the SAP enterprise resource planning software suites.

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

In support of this mission graduates of our MBA program will be able to:
- Demonstrate effective leadership and teamwork skills.
- Integrate their functional knowledge of business to make decisions in situations of uncertainty.
- Use a global perspective in business decision making.
- Will understand and apply ethical practices in business decisions.

Business Administration Track
The MBA-Business Administration program emphasizes integration of business knowledge and applications to management strategies and decision-making. Graduates of the MBA program are prepared to enter management roles in a variety of business settings, with well-honed skills in data management software and decision-making systems.

The MBA curriculum has three components: foundation courses, graduate business core courses, and graduate electives. Foundation courses feature fundamentals of business knowledge that can be completed at the undergraduate level prior to starting the program, or as part of the program. Typically, students who have an undergraduate degree in business (or a similar field) have already completed most foundation requirements and may be able to complete the program (graduate core and electives) in as few as 30 credit hours.

Business Foundations
The foundation classes introduce the functional areas of business practice. These classes are satisfied through coursework completed through prior undergraduate study, or can be completed as the initial sequence of MBA program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 211</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 113</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 348</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 328</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 484</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 221</td>
<td>Marketing Principles and Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credit hours</strong></td>
<td></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Graduate Business Core

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MBA 611</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
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<td>MBA 614</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 621</td>
<td>Business Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MBA 622</td>
<td>Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credit hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
Graduate Electives
Elective courses align with current business practices and topics of special interest. Students take a minimum of four elective courses. Examples of recent elective options include: Economic Analysis, Innovation Management, Leadership Dynamics, Customer Relationship Management, eFinance and Online Investing, and Seminar in Critical Thinking and Problem Solving.

Minimum credit hours 12

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

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

The curriculum parallels the MBA-Business Administration track’s foundation courses and graduate business core courses, but requires three advanced accounting core courses, and one elective option. Students who graduate from the Alfred University School of Business with an accounting major will have completed the prerequisites undergraduate coursework permitting them to complete all MBA-Accounting requirements with 30 credit hours of graduate study. A review of transcripts will be required to determine the content/length of program for applicants who have completed a baccalaureate degree at institutions other than Alfred University,

Business Foundations
The foundation classes introduce the functional areas of business practice. These classes are satisfied through coursework completed through prior undergraduate study, or can be completed as the initial sequence of the MBA program.

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</tr>
<tr>
<td>ECON 201</td>
<td>Introduction to Economics and Markets</td>
<td>4</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
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<td><strong>Total credit hours</strong></td>
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</tr>
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</table>

In addition, students must have completed substantial undergraduate preparation in accounting. A review of transcripts is necessary to determine if preparation is complete. Additional undergraduate accounting courses may be required.

Graduate Business Core

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<td>Business Decision Making</td>
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</tr>
</tbody>
</table>
Degree Programs

MBA 622 Quality Management 3
MBA 624 Strategic Management 3

Total credit hours 18

Graduate Accounting Core

MBA 653 Accounting Theory 3
MBA 655 Advanced Topics in Auditing 3
MBA 657 Advanced Taxation 3

Total credit hours 9

Graduate Electives

MBA-Accounting students take at least one elective course to pursue topics of special interest. Examples of recent elective options include: Economic Analysis, Innovation Management, Leadership Dynamics, Customer Relationship Management, eFinance and Online Investing, and Seminar in Critical Thinking and Problem Solving.

Minimum credit hours 3

Full and Part-Time Study

Students may attend the M.B.A. program on a part-time or full-time basis. The program is designed so that full-time students who have met foundations requirements can complete the 30 credits of graduate coursework in one academic year. Typical schedules for full-time students in both tracks are illustrated below. Full-time students whose program requires more than the 30 credit hours would require more time, depending on their specific situation.

Fall Semester – Business Administration Track

MBA 611 Accounting Information Systems 3
MBA 613 International Marketing 3
MBA 614 Corporate Finance 3
MBA elective 3
MBA elective 3

Spring Semester – Business Administration Track

MBA 621 Business Decision Making 3
MBA 622 Quality Management 3
MBA 624 Strategic Management 3
MBA elective 3
MBA elective 3

Fall Semester – Accounting Track

MBA 611 Accounting Information Systems 3
MBA 613 International Marketing 3
MBA 614 Corporate Finance 3
MBA 653 Accounting Theory 3
MBA elective 3

Spring Semester – Accounting Track

MBA 621 Business Decision Making 3
MBA 622 Quality Management 3
MBA 624 Strategic Management 3
MBA 655 Advanced Topics in Auditing 3
MBA 657 Advanced Taxation 3
Part-time students can finish a 30 credit-hour program in a minimum of four semesters. Classes are offered in the late afternoon and early evening, so that students can reasonably plan to take a maximum of six credit hours per semester. Some courses are offered online, which provides additional flexibility. Part-time students whose program of study requires more than 30 credit hours will need more time to complete the degree. Students may begin part-time study without formal application to the program, but can complete a maximum of 12 credit hours as a non-matriculated student.

**GPA Requirements**

The academic standards for graduate students at Alfred University require an overall cumulative average of 3.0 to meet graduation requirements. MBA students are permitted no more than 3 graduate credits below a grade of B. MBA-Accounting students must earn a grade of “B” or higher in each graduate course.

**Admissions**

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

1. Official undergraduate transcripts.
2. Two letters of recommendation from either employers or college professors, whichever is appropriate. Forms are available through the Office of Graduate Admissions, or on-line, for your convenience.
3. Personal statement of graduate educational objectives
4. Resume
5. Graduate Management Admissions Test. Applicants to the M.B.A. degree program must submit an official GMAT score. Students who graduate from Alfred University School of Business and have a GPA greater than 2.75 are not required to submit GMAT scores.
6. Submit application and above items to:
   Office of Graduate Admissions
   Alumni Hall
   Saxon Drive
   Alfred, NY 14802
   (607) 871-2141

**4+1 Pre-MBA Program**

Students who complete the Business Administration minor at Alfred University will have fulfilled the undergraduate foundation requirements for the MBA. Those students who have earned a minimum GPA of 3.0 for courses in the Business Administration minor, and an overall GPA of 2.75 or greater, are not required to submit GMAT scores. Completion of the 4+1 undergraduate coursework does not guarantee admittance into the MBA program, as students must still apply and be accepted into the program.

**Assistantships**

Graduate assistantships are granted annually to full-time MBA students. Most graduate assistants work 7.5 hours per week with a graduate faculty member or professional staff member in their area of interest, and provide for remission of one-half the annual graduate tuition. Assistantship assignments may involve supporting faculty in teaching or research, working with college administrators on data analysis or student support functions, or assisting in the university’s business and finance office.
Degree Programs

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

Financial Aid

Financial aid is available. Students should contact the Financial Aid office at (607) 871-2159 for more information.

Facilities

The School of Business was established at Alfred University in 1973 and has been accredited by AACSB since 1987. The M.B.A. degree program is accredited by the Association to Advance Collegiate Schools of Business (AACSB) - International. The School is located in the F.W. Olin Building, a $5.6 million facility providing classroom computer facilities and a stock trading room. MBA students have access to a graduate lounge and computer workroom.

Career Services

The University Career Development Center (CDC) works closely with MBA students both during and after graduation to secure employment in their chosen field. The CDC provides individual career assistance such as resume and cover letter writing, electronic job searching, effective interviewing, salary negotiation and provides a medium to network with alumni.

Counseling and School Psychology

The Division of Counseling and School Psychology offers graduate programs to prepare candidates to become mental health professionals working in schools, community agencies, and higher education. Three degree programs are available:

Master of Science in Education
- M.S.Ed. and Certificate of Advanced Study (MSED/CAS) in Counseling: School & Mental Health Tracks

Master of Arts/Certificate of Advanced Study (MA/CAS) in School Psychology

Doctor of Psychology (Psy.D.) Degree in School Psychology

Counseling Program
Overview

The Graduate Program in Counseling is designed to train knowledgeable and skilled counselors who are able to serve a culturally diverse society through professional employment in school, agency, and higher education settings. The school counseling specialization meets the course work and field experiences required by the New York State Department of Education, and graduates are eligible for provisional certification as a school counselor. The mental health counseling program follows the coursework and practicum requirements for licensure of mental health counselors in New York State.

Alfred University’s graduate training in counseling prepares students to make appropriate and ethical decisions as counseling professionals. The most important of these decisions is the selection of strategies that empower clients to make personal decisions leading to the resolution of problems and resulting in an improved quality of life. Therefore admission is based on undergraduate achievement, and demonstration of high levels of maturity, flexibility, and self-understanding.
Mission Statement
Alfred University’s graduate program in counseling prepares individuals for counseling positions in elementary, middle and high schools, colleges and universities, mental health centers and mental health agencies. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling.

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

Goals and Objectives of the M.S.Ed. Program in Counseling

Goal A: To produce counselors with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of success in a broad array of social, economic, and political contexts.

Objective A1: Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual, family, and cultural diversity.

Objective A2: Students will develop an awareness that their personal characteristics and interpersonal skills affect the quality, social validity, and acceptability of the services they provide.

Objective A3: Students will abide by ethical standards as they relate to the historical foundations of the counseling profession and the current guidelines for practice.

Goal B: To produce counselors competent to access a broad range of theoretical and practical approaches with sufficient depth to be effective, flexible practitioners.

Objective B1: Students will develop proficiency in understanding of the characteristics and needs of individuals at all developmental levels, as well as understanding of adaptive and maladaptive behaviors.

Objective B2: Students will develop proficiency in the counseling and consultation processes to develop programs to intervene both directly and indirectly with client’s academic, behavioral, and emotional problems.

Goal C: To produce counselors who have an understanding of group development, dynamics, differing theoretical approaches to groupwork, group leadership skills and strategies.

Objective C1: Students will develop an understanding of career development and related life factors.

Objective C2: Students will apply knowledge of research methods, basic statistics, and ethical and legal considerations to the counseling process.

Objective C3: Students will develop an understanding of all aspects of the counseling profession and professional functioning including history, organizational structures, counselor role and function, ethics, standards, and credentialing.

Objective C4: Students will specialize in the areas of school counseling, community/agency counseling, and higher education (college/university student development).

Goal D: To produce counselors competent in the comprehension and application of concepts, models and techniques to professional practice.

Objective D1: Students will complete practicum and internship experiences that provide quality supervision in order to assure that they obtain adequate experience with clients in their chosen specialization area. This knowledge base will include the updated and appropriate use of information technology in their placements.
Degree Programs

Objective D2: Students will engage in personal growth experiences that will allow them to assess their personal characteristics, skills and their readiness to enter the counseling field.

Objective D3: Students will be presented with opportunities to engage in research activities on their own or with faculty.

The Curriculum

Alfred University’s program consists of a 50 credit hour program in Counseling leading to the Master of Science in Education degree and a 12 credit hour Certificate of Advanced Study degree, totaling 62 graduate credits in counseling. Students elect to specialize in either school or mental health counseling. Students specializing in school counseling will receive provisional certification as a New York State school counselor upon completion of the program.

The program admits students for the fall semester, and full-time students are continuously enrolled for two academic years. The degree can also be completed on a part-time basis. The final semester (internship) must be completed on a full-time basis. Satisfactory performance and development during the first two semesters as well as success on a qualifying examination are required for admission to the third semester of the program. The course sequence for full-time students in each of the tracks follows:

School Counseling Track Course Sequence

First Year Courses

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Semester Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 602 The Professional and Ethical Foundations of Counseling</td>
<td>16</td>
</tr>
<tr>
<td>COUN 606 Human Development: The Lifespan</td>
<td>16</td>
</tr>
<tr>
<td>COUN 636 Principles of Counseling</td>
<td>16</td>
</tr>
<tr>
<td>COUN 642 Multicultural Counseling</td>
<td>16</td>
</tr>
<tr>
<td>COUN 656 Pre-Practicum</td>
<td>16</td>
</tr>
<tr>
<td>COUN 671 Research and Statistics I</td>
<td>16</td>
</tr>
</tbody>
</table>

Spring Semester

| COUN 604 Foundations of School Counseling | 15 |
| COUN 605 Career Development and Life Planning | 15 |
| COUN 616 Mental Health, Exceptionality, and Disability | 15 |
| COUN 638 Advanced Counseling Theory and Practice | 15 |
| COUN 657 Practicum in Counseling I | 15 |

Semester Total Credit Hours 165

Second Year Courses

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Semester Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 626 Assessment in Counseling</td>
<td>16</td>
</tr>
<tr>
<td>COUN 637 Introduction to Group Dynamics</td>
<td>16</td>
</tr>
<tr>
<td>COUN 639 Group Counseling</td>
<td>16</td>
</tr>
<tr>
<td>COUN 668 Internship in School Counseling I</td>
<td>16</td>
</tr>
<tr>
<td>PSYC 641 Introduction to Family Therapy</td>
<td>16</td>
</tr>
<tr>
<td>COUN 646 Consultation and Prevention</td>
<td>16</td>
</tr>
</tbody>
</table>

Spring Semester

| COUN 670 Internship in School Counseling II | 15 |
| COUN 695 Topics in Counseling/Internship Seminar | 15 |

Semester Total Credit Hours 15
**Total Credit Hours Required for the Program:** 62

### Mental Health Track Course Sequence

#### First Year Courses

**Fall Semester**
- COUN 602 The Professional and Ethical Foundations of Counseling 3
- COUN 606 Human Development: The Lifespan 3
- COUN 636 Principles of Counseling 3
- COUN 642 Multicultural Counseling 3
- COUN 656 Pre-Practicum 1
- COUN 671 Research and Statistics I 3

**Semester Total Credit Hours:** 16

**Spring Semester**
- COUN 603 Foundations of Mental Health Counseling 3
- COUN 605 Career Development and Life Planning 3
- COUN 615 Psychopathology and Differential Diagnosis 3
- COUN 638 Advanced Counseling Theory and Practice 3
- COUN 666 Practicum in Mental Health Counseling 3

**Semester Total Credit Hours:** 15

#### Second Year Courses

**Fall Semester**
- COUN 626 Assessment in Counseling 3
- COUN 637 Group Dynamics 1
- COUN 639 Group Counseling 3
- COUN 641 Counseling Special Populations 3
- COUN 663 Internship in Mental Health Counseling I 3
- PSYC 641 Introduction to Family Therapy 3

**Semester Total Credit Hours:** 16

**Spring Semester**
- COUN 628 Assessment in Mental Health Counseling 3
- COUN 664 Internship in Mental Health Counseling II 9
- COUN 695 Topics in Counseling/Internship Seminar 3

**Semester Total Credit Hours:** 15

**Total Credit Hours Required for the Program:** 62

### Undergraduate Preparation for the M.S.Ed./C.A.S. Program in Counseling

It is preferred that students present evidence of successful completion of some undergraduate course work in the following subject areas: Psychology, sociology, education, or human development. However, it is more important that students demonstrate academic success in their undergraduate work, no matter what the major. No program credit is given for undergraduate study.

Practical experiences are seen as valuable preparation, but cannot substitute for supervised graduate level practicum experiences. Up to 6 hours of graduate credit may be transferred to the master’s degree.

Counseling Program courses are open only to graduate students. Non-matriculated students who wish to take courses must obtain permission from the Division Chair. According to graduate school academic regulations, a maximum of 12 credits can be taken as a non-matriculated student.
Degree Programs

Some school psychology courses are available with permission of the instructor and division chair to matriculated graduate students in the Alfred University counseling programs.

Admission

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

- a completed application form;
- three (3) letters of recommendation;
- official transcripts of all undergraduate and graduate coursework;
- Graduate Record Examination (GRE) results-General Test; and
- a personal statement of objectives;

Admission to the MS.Ed./C.A.S. Counseling Programs is limited to 18 students each year. Review of applications will begin on February 1. Early application is strongly encouraged.

Interview

An on-campus interview is expected of each applicant for admission to the program, but warranted exceptions may be made. Successful candidates will demonstrate adequate undergraduate preparation, as well as the maturity and self-awareness that are requisites skills for the profession of counseling. Correspondence about the program should be addressed to Dr. Hannah Young, Division of Counseling and School Psychology, Alfred University, Saxon Drive, Alfred, NY 14802. Telephone (607) 871-2212; e-mail: younghl@alfred.edu.

The M.A./C.A.S. Program in School Psychology

Overview

Alfred University offers a National Association of School Psychologists (NASP) approved program of graduate study in School Psychology consisting of two years of full-time graduate study followed by a full year internship. The Master’s degree is conferred following completion of 61 credit hours of coursework, and the Certificate of Advanced Study is awarded upon completion of the 18 credits of full-time internship. These degree requirements satisfy the academic portion of the New York State Education Department requirements for the provisional certificate as a school psychologist. Graduates also fulfill the academic requirements for National Certification as a School Psychologist (NCSP), an additional credential offered by the National Association of School Psychologists. All students are required to take the School Psychology examination offered by the Educational Testing Service/Praxis Exam Series prior to completion of the internship.

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

Mission of the MA/CAS Program

Preparation of school psychologists for applied professional practice in schools and related child and family settings.
Goals and Objectives of the MA/CAS Program

Goal A: To produce school psychologists with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of success in a broad array of social, economic, and political contexts.

Objective A1: Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual, family, and cultural diversity.

Objective A2: Students will develop an awareness that their personal characteristics and interpersonal skills affect the quality, social validity, and acceptability of the services they provide.

Objective A3: Students will abide by ethical standards as they relate to the historical foundations of the school psychology profession and the current guidelines for practice.

Goal B: To produce school psychologists competent to access a broad range of theoretical and practical approaches with sufficient depth to be effective, flexible practitioners.

Objective B1: Students will develop proficiency in data-based decision-making, including traditional and alternative approaches to the assessment and evaluation of children’s academic, behavioral and emotional problems.

Objective B2: Students will develop proficiency in the design and development of programs to intervene both directly and indirectly with children’s academic, behavioral, and emotional problems. These programs will include academic strategies, behavior modification, crisis intervention, and counseling techniques that are implemented in a timely manner.

Goal C: To produce school psychologists who have an understanding of the basic principles of human cognitive and emotional development and their relationship to the functioning of children within a school setting.

Objective C1: Students will develop an understanding of the development of both normal and exceptional children.

Objective C2: Students will gain knowledge of general and special education services and legal guidelines, as part of understanding the educational and socio-political climate of their school districts.

Objective C3: Students will develop skills in consulting and communicating with school professionals and parents.

Objective C4: Students will develop skills in the prevention and remediation of academic and emotional problems in children.

Goal D: To produce school psychologists competent in the comprehension and application of research to professional practice.

Objective D1: Students will acquire a foundation in the scientific knowledge base of psychology and education, as well as an ability to evaluate and utilize research in their practice.

Objective D2: Students will develop proficiency in ongoing program evaluation, so they make informed decisions based upon objective data in developing services for children.

Objective D3: Students will develop a knowledge base which includes the updated and appropriate use of information technology in their practice.

Curriculum

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

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

Students participate in supervised fieldwork experiences and practica from the first semester on. Students gain experience in local public schools as well as in the on-campus Child and Family Services Center. The culminating experience consists of a full-time, supervised yearlong internship in a school setting. Students are paid a stipend by the public school in which he/she interns, covering tuition for that year.

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

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

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>PSYC 601</td>
<td>Foundations of Cultural Diversity</td>
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<tr>
<td>PSYC 603</td>
<td>Foundations of School Psychology</td>
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<tr>
<td>PSYC 607</td>
<td>Learning and Cognition</td>
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<tr>
<td>PSYC 626</td>
<td>Psychological and Educational Measurements</td>
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<tr>
<td>PSYC 627</td>
<td>Norm-Referenced Testing I</td>
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<tr>
<td>PSYC 636</td>
<td>Foundations of Interpersonal Effectiveness</td>
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<tr>
<td>PSYC 637</td>
<td>Introduction to Group Dynamics</td>
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<tr>
<td>PSYC 656</td>
<td>Field Experience in School Psychology I</td>
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<tr>
<td><strong>Semester Total Credit Hours</strong></td>
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<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>PSYC 606</td>
<td>Advanced Developmental Psychology</td>
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<tr>
<td>PSYC 629</td>
<td>Social-Emotional Assessment</td>
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<tr>
<td>PSYC 632</td>
<td>Norm-Referenced Testing II</td>
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<tr>
<td>PSYC 638</td>
<td>Psychotherapy and Behavior Change</td>
</tr>
<tr>
<td>PSYC 639</td>
<td>Exceptionality in Learning and Behavior</td>
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<tr>
<td>PSYC 657</td>
<td>Field Experience in School Psychology II</td>
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<td><strong>Semester Total Credit Hours</strong></td>
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<th>Third Semester</th>
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<tbody>
<tr>
<td>PSYC 628</td>
<td>Academic Functioning</td>
</tr>
<tr>
<td>PSYC 641</td>
<td>Introduction to Family Therapy</td>
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<tr>
<td>PSYC 646</td>
<td>Consultation and Prevention</td>
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<tr>
<td>PSYC 658</td>
<td>Clinic Practicum I</td>
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<tr>
<td>PSYC 671</td>
<td>Statistical Analysis and Research Design I</td>
</tr>
<tr>
<td><strong>Semester Total Credit Hours</strong></td>
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<tr>
<th>Fourth Semester</th>
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<tr>
<td>PSYC 609</td>
<td>Physical Bases of Behavior</td>
</tr>
<tr>
<td>PSYC 642</td>
<td>Clinical Seminar: Advanced Topics in School Psychology</td>
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<tr>
<td>PSYC 651</td>
<td>Academic Interventions</td>
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<tr>
<td>PSYC 664</td>
<td>Practicum in Academic Interventions</td>
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<tr>
<td>PSYC 659</td>
<td>Clinic Practicum II</td>
</tr>
<tr>
<td>PSYC 695</td>
<td>Professional Practice Seminar</td>
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<tr>
<td><strong>Semester Total Credit Hours</strong></td>
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Degree Programs

Fifth Semester
PSYC 667      Internship in School Psychology I       9

Sixth Semester
PSYC 668      Internship in School Psychology II       9

Total Credit Hours Required for the Program        79

Undergraduate Preparation and Admission to the MA/CAS Program
(see below)

The Doctor of Psychology Degree Program

Overview
The Psy.D. Program in School Psychology is designed to prepare psychologists who will practice advanced skills in the schools and related child and family settings and to prepare graduates to meet professional employment demands for:
1. Psychologists in applied research;
2. Supervising psychologists;
3. Psychologists in child and family treatment agencies, hospitals, and private practice;
4. Professionals in higher education involved in the training of educators and clinicians.

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

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

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

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

Goals and Objectives of the Psy.D. Program
Goal A: To produce professional psychologists with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of success in a broad array of social, economic, and political contexts.
Degree Programs

Objective A1: Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual and cultural diversity.

Objective A2: Students will demonstrate the personal characteristics and interpersonal skills that affect the quality, social validity, and acceptability of the services they provide.

Goal B: To produce professional psychologists competent to access a broad range of theoretical and practical approaches with sufficient depth to be effective, flexible practitioners.

Objective B1: Students will develop proficiency in traditional and emerging approaches to the assessment and evaluation of children’s academic, behavioral, and emotional problems.

Objective B2: Students will develop proficiency in the design and development of programs to intervene both directly and indirectly with children’s academic, behavioral, and emotional problems.

Goal C: To produce professional psychologists competent in the conduct, comprehension, and application of research to professional practice.

Objective C1: Students will acquire a foundation in the scientific knowledge base of psychology and education.

Objective C2: Students will develop proficiency in the conduct, dissemination, and application of research related to professional practice.

Curriculum

A total of 120 credit hours are needed to complete the program. A minimum of 90 credits of coursework beyond the baccalaureate degree must be completed, in addition to one year of internship (18 credits) and a minimum of 12 credits of dissertation.

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

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

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

The first four semesters are identical to the curriculum for the M.A./C.A.S. program, with the exception that doctoral students take PSYC 672- Statistical Analysis and Research Design II, during the fourth semester. Beyond the first two years doctoral students would enroll for the following:
Degree Programs

**Years 1 and 2:**
61 credits from M.A. coursework  
PSYC 672 Statistical Analysis and Research Design II 3  
Elective 3  
**Years 1 and 2 Total Credit Hours** 67  

Beyond the first two years doctoral students enroll for the following:  
**Year 3:**  
*Fifth Semester*  
PSYC 673 Statistical Analysis and Research Design III 3  
PSYC 674 Research in School Psychology 3  
PSYC 692 Supervision and Administration of Psychological Services 3  
PSYC 699 Dissertation 3  
Electives 3  
**Semester Total Credit Hours** 18  
*Sixth Semester*  
PSYC 602 Seminar in Cultural Diversity 2  
PSYC 608 Social Psychology and Behavior 3  
PSYC 611 History and Systems of Psychology 3  
PSYC 699 Dissertation 3  
Electives 3  
**Semester Total Credit Hours** 17  

**Year 4:**  
*Seventh Semester*  
PSYC 669 Pre-doctoral Internship I 9  
*Eighth Semester*  
PSYC 670 Pre-doctoral Internship II 9  

**Minimum Total Credit Hours Required for the Program:** 120

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

**Undergraduate Preparation for the M.A./C.A.S., and Psy.D. Programs**  
The student must present evidence of competence in the following subject areas:  
1. introduction to psychology;  
2. statistical and/or experimental methods; and  
3. at least one of the following:  
   - developmental psychology (e.g., child and adolescent psychology);  
   - personality; or  
   - abnormal psychology.  

Students who have not taken these courses, but who are acceptable candidates otherwise, may make arrangements upon approval of the School Psychology Committee, to satisfy these requirements via coursework or independent study in the summer preceding admission. Other courses, such as tests and measurements, learning or educational psychology are looked upon favorably. Practical experiences in psychology or education as well as any other relevant experiences are seen as valuable preparation. Up to 6 graduate credits may be transferred to the master’s degree. Students who enter the doctoral program with prior graduate training relevant to the field of school psychology (including a prior master’s degree in school psychology) must complete ½ of their credits for doctoral coursework at Alfred University. This means that no more than 45 of the 90 credits of coursework can be transferred towards the doctoral degree.
Degree Programs

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

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

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

Interview
An on-campus interview is expected of each applicant for admission to the program, but warranted exceptions may be made. Correspondence about the program should be addressed to Dr. Jana Atlas, Division of School Psychology, Alfred University, Saxon Drive, Alfred, NY 14802. Telephone (607) 871-2212; e-mail: atlasj@alfred.edu.

Education

The Division of Education offers a program in the teaching of literacy leading to the Master of Science in Education (M.S.Ed.).

Initial Certification in Childhood or Adolescence Education
Students who have a bachelors or masters degree desiring initial or provisional certification in Childhood or Middle/Adolescence Education should contact their local BOCES certification officer to determine the required coursework. Three local BOCES are: Greater Southern Tier (GST) BOCES, Teacher Certification Office 607- 654-2269 or 962-3175, ext. 269; Cattaraugus-Allegany-Erie-Wyoming (CAEW) BOCES, Teacher Certification, 716-376-8200; and Steuben County BOCES 607-281-2166.

After an initial consultation with the BOCES officer, a faculty member from Alfred University will work with individuals to insure that the requirements have been met for receiving initial certification through BOCES.

Mission and Objectives
The Education Division at Alfred University is guided by and agrees with the overall philosophical approach of the New York State Department of Education. Namely, that a teacher education program must prepare students who:

1. have a thorough knowledge of the New York State standards and have developed the pedagogical competencies to ensure that all students can meet these standards;
2. develop breadth of knowledge in the content areas consistent with these new New York State standards;
3. develop depth of knowledge in the content areas consistent with these new New York State standards;
4. develop strong communication modes in the areas of writing, listening and speaking; and use these to promote student learning in the classroom;
5. develop an understanding of the developmental stages of the learner; understanding of motivation, cognitive development, child or adolescent psychology, psychology of the exceptional child, diagnostic skills and remediation strategies;
6. develop an understanding of the social context of education and schools, including understanding of multicultural dimensions of schools and teaching and roles of the family in education;
7. develop training in effective classroom management techniques so as to create a safe and productive learning environment;
8. develop an understanding of motivational principles and multiple approaches to instruction and can facilitate active learning and student achievement in various situations, use diverse forms of technology; and
9. develop an understanding for the principles and procedures of an organization and implementation of lessons and how to help learners achieve intended objectives.

Literacy Teacher Program (Birth – Grade 6)
Graduates of the Literacy program have completed the academic requirements for professional certification in all teaching areas, (including Early Childhood/Childhood, Art, and Middle and Adolescent subjects) regardless of the subject area of their initial certification.

Purpose of the Degree
The graduate program in literacy is designed to prepare master teachers of literacy as consultants, program coordinators, specialists and classroom teachers (Birth - grade 6). The program's emphasis is placed on the practical application of current reading approaches and strategies, materials, methodologies, goal assessment, techniques, evaluation, and professional responsibilities of the literacy teacher. Upon completion of the program, the student is expected to demonstrate a thorough knowledge of both developmental and remedial literacy (Birth - grade 6).

Admission to the Literacy Program
Prior to entering the Literacy Program, applicants must have fulfilled all requirements for initial or provisional teacher certification and completed all three sections of the New York State teacher examinations, including the Content Specialty Tests (CST), and at least two letters of recommendation from professional sources. Applicants should send copies of these scores, along with official undergraduate transcripts and letters of recommendation to the Graduate Admissions office.

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

Certification
The degree in Literacy meets the criteria for and may be used in partial fulfillment of the requirements for permanent and professional certification in New York. Additionally, students completing the Literacy Program fulfill the requirements for certification in Literacy (Pre-K - grade 6).
Degree Programs

Required Courses
EDUC 503 Competency in the Teaching of Literacy 3
EDUC 504 Diagnostic and Remedial Techniques in Literacy 3
EDUC 505 Literacy in the Content Areas 3
EDUC 507 Literacy Seminar and Field Experience 6
EDUC 513 Literature for Children 3
SPED 556 Teaching Students with Special Needs in the Inclusive Classroom 3
EDUC 695 Master’s Research 3

Elective Courses
Select two of the following*:
EDUC 593 Use of Technology in the Classroom 3
SPED 545 Learning Disabilities 3
SPED 558 Managing the Classroom 3
EDUC 542 The Teaching-Learning Process 3
*with advisor approval, other electives may be substituted

Total Credit Hours Required 30

Engineering and Science

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

- Biomaterials Engineering
- Ceramic Engineering
- Electrical Engineering
- Glass Science
- Materials Science and Engineering
- Mechanical Engineering

Biomaterials Engineering
Overview
Biomaterials Engineering (BME) at Alfred University is an interdisciplinary program that focuses on both the intrinsic properties of biomaterials and the interaction between these nonliving biomaterials and the biological systems with which they must interact. Tailored ceramics, glass, metals, composites, and polymers are assuming greater importance for implants, drug delivery substrates, radioactive delivery vehicles for cancer therapy, substrates for cell culture, catalysts for biological reactions, immobilizers of harmful molecular species, materials for batteries, capacitors and other implant devices.

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

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

Students completing the program are well prepared to enter the rapidly growing
“biotech” industries where knowledge of both materials and molecular cell biology
is rare. They are also prepared to enter industries that develop and manufacture
medical devices, equipment and supplies including the design and production of
classic biomedical implants such as cardiovascular stents and dental prosthetics.
They will be qualified for a wide range of careers in the healthcare industries. A
significant fraction of students may continue their education in professional schools
of medicine or law, or pursue Ph.D. studies in related fields such as Materials
Science or Biomedical Engineering.

Prerequisites and Undergraduate Preparation
The program is open to students holding Bachelor of Science degrees in materials
engineering, biological, and physical sciences. Acceptance into the program is based
on the applicant’s prior academic record, work experience, potential for growth, and
the availability of space in the program. Ideally, applicants should present evidence
of undergraduate-level competence in the following subject areas: 1) introductory
cell biology, 2) organic chemistry, 3) thermal and mechanical properties of
materials, and 4) single-variable calculus. Applicants without the required
background will also be considered for admission, but may have to take pre-
requisite courses before enrolling specific graduate classes.

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

Course Requirements
CEMS 568    Biomedical Materials            3
CEMS 569    Advanced Biomedical Materials Engineering  3
List A Technical Electives                     9
List B Technical Electives                     8
CEMS 680    Graduate Thesis                  6
ENGR 660    Research Seminar                 1
ENGR 690    Graduate Seminar (mandatory each semester)  0
Total Credit Hours Required for the Program    30

List A Technical Electives (Materials)
CEMS 505    Defects and Defect-related Process  3
CEMS 513    Nano-Structured Materials          3
CEMS 526    Surface Properties of Glass        3
CEMS 533    Statistical Experimental Design    3
CEMS 534    Polymer Characterization           3
CEMS 536    Physical and Mechanical Metallurgy  3
CEMS 538    Surfaces and Interfaces            3
CEMS 541    Advanced Crystallography           3
CEMS 542    Advanced Optical Microscopy         3
Degree Programs

CEMS 543  Analytical Transmission Electron Microscopy  3
CEMS 567  Electrochemistry and Bioelectrochemistry  3

List B Technical Electives (Molecular and Cell Biology)

CEMS 563  Advanced Cell Biology    4
CEMS 564  Biochemistry: Proteins and Metabolism   4
CEMS 565  Biochemistry: Nucleic Acids    4

Ceramic Engineering

Overview

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

Ceramic materials are used in a wide range of extreme environments where their unique chemical, thermal, optical, electrical, magnetic, and mechanical properties lead to superior performance where other materials cannot survive. Refractory ceramics provide the thermal envelop for the manufacture of metals and glasses and for power generation, both conventional and nuclear. Magnetic ceramics power dozens of motors in aircraft, cars and trucks and home appliances. Arguably, the "computer revolution" depends on the electrical and, more recently, the optical properties of ceramic materials, including glass.

Ceramic products range from familiar products that we all use every day to very advanced products used in transportation, medicine, national defense, communications, and computing. Everyday products include ceramic floor, wall and roof tiles, dinnerware, sanitary ware, electrical insulators for power transmission, cement and concrete for construction and transportation systems, glass products including flat glass (windows and architectural glasses), fiber glass insulation, TV glass for both the face and the "bulb" of TV tubes, and tableware. And the list goes on. Advanced ceramic products include glass fibers and active optical devices for communication, body armor for military and police, prosthetic devices for body part replacement, and high temperature materials for current and next-generation air and spacecrafts.

The M.S. Ceramic Engineering program at Alfred University seeks to provide students with practical, hands-on learning that is founded on the science of the solid state. Students gain experience using state-of-the-art processing, characterization, and property measurement equipment and instrumentation as tools aimed at solving real-world ceramic materials problems, often with industrial partners and mentors.

While it is true that many of our M.S. Ceramic Engineering graduates go on to pursue Ph.D. and other advanced professional degrees, our program is primarily designed for the student who recognizes that study beyond an engineering B.S. degree will be of great benefit to employment and success in the ceramics industries.

Graduates of the M.S. Ceramic Engineering program are well prepared for careers in the full range of ceramics industries, but thesis research will have focused attention and provided depth in a subset of opportunities of special interest to the student.
Some graduates of the program continue their education by pursuing doctoral degrees in Ceramics and related technical fields, or in a broad range of professional degrees, including medicine, law, and business.

**Prerequisites and Undergraduate Preparation**
The program is open to qualified students holding Bachelor of Science degrees in an ABET accredited engineering program. Acceptance into the program is based on the applicant’s prior academic record, work experience, potential for growth, and the availability of space in the program. Ideally, applicants should present evidence of undergraduate-level competence in the following subject areas: 1) glass science, 2) ceramic processing, 3) thermal and mechanical properties of materials, and 4) electrical and optical properties of materials. Applicants without the required background will also be considered for admission, but may have to take prerequisite courses before enrolling specific graduate classes.

**Curriculum**
The Master of Science in Ceramic Engineering requires a minimum of thirty semester-hours of graduate credit of which at least fifteen must be in advanced coursework.

The degree also requires a minimum of fourteen hours of thesis credit and a one-credit research seminar, which is taken during the first semester of graduate enrollment. Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable for publication in a peer-reviewed journal. The curriculum is designed to be completed in two years of full-time study.

**Course Requirements**

- **CEMS 510** Advanced Ceramic Processing 3
- or **CEMS 511** Science of Whitewares 3
- Characterization Elective 3
- Technical Electives 9
- **CEMS 680** Graduate Thesis (14 credit minimum) 14
- **ENGR 660** Research Seminar 1
- **ENGR 690** Graduate Seminar (mandatory each semester) 0

**Total Credit Hours Required for the Program** 30

**Characterization Elective**

- **CEMS 541** Advanced Crystallography 3
- **CEMS 542** Advanced Optical Microscopy 3
- **CEMS 543** Analytical Transmission Electron Microscopy 3
- **CEMS 544** Structure and Characterization of Glasses 3
- **CEMS 545** Characterization in Materials Science and Engineering 3

**Technical Electives**
A technical elective in Ceramic Engineering is any graduate-level course in the School of Engineering except CEMS 519. Graduate-level courses offered in Chemistry, Physics or Mathematics may be used as technical electives with written approval of the thesis advisory committee.

**Electrical Engineering**

**Overview**
Electrical Engineering covers everything from power generation, transmission, distribution and utilization to microchip circuit design, control systems, communications systems, computer design, lasers, etc.
Degree Programs

Electrical engineering covers computers, controls, communication, power, and electronic materials. Graduates of the M.S. in E.E. program will pursue Ph.D., J.D., and M.D. degrees, or will enter the job market in the areas of electrical engineering, general engineering, management, research and development, teaching or other related profession.

The mission of the Electrical Engineering Graduate Program is to provide excellent learning opportunities for individual graduate students in our specialized areas, with a required research thesis or design project. At Alfred University, the Master of Science degree in Electrical Engineering seeks enable student to specialize in the following areas:

- Control systems
- Computer systems and software
- Optoelectronic and solid-state devices
- Power systems and machinery
- Electromagnetic waves & high voltage devices
- Renewable Energy Systems

Graduates of the program are well prepared to work in research and development, technical sales, product design, manufacturing, or management, just to name a few.

Prerequisites and Undergraduate Preparation

The program is designed for individuals with a Bachelor of degree from an approved institution in a field of engineering or physics. Students with degrees from non-accredited engineering programs will also be considered for admission, but may have to take one or more course pre-requisites prior to enrolling in specific graduate credit courses. Acceptance is based on the candidate’s prior academic record, work experience, potential for growth, and the availability of space in the program.

Curriculum

The M.S. degree in Electrical Engineering requires a minimum of 30 semester hours of graduate credit, of which at least 5 classes must be in advanced course work. The selected elective courses must form a coherent plan of in-depth study and should be selected in consultation with the student’s advisor/thesis committee. A thesis or project is required of each candidate of the program. Candidates enrolled in full-time studies are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable for publication in a peer-reviewed journal. Candidates enrolled in part-time study are required to complete an engineering project, representing three semester-hours of credit, and to submit a written technical report.

For full-time students, the degree requirements must be completed within three years first enrolling as a graduate student at AU. For part-time students, this time limit is extended to six years.

Course Requirements (Thesis Option)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Technical Electives</td>
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<td>ELEC 680 Graduate Thesis</td>
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<td><strong>Total Credit Hours Required</strong></td>
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Course Requirements (Project Option)

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<tr>
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<tr>
<td>Math Elective</td>
<td>4</td>
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</table>
Degree Programs

ELEC 699 Master’s Project 3
Total Credit Hours Required for the Program 30

Technical Electives
A technical elective in Electrical Engineering is any graduate-level course with the ELEC designation. Up to two graduate-level courses offered in the School of Engineering, Chemistry, and Physics may also be used as technical electives with written approval of the student's advisor and thesis committee.

Mathematics Electives
Select ELEC 588 or one of the specified 400-level MATH courses offered for graduate credit:

- ELEC 588 Applied Complex Variables 4
- MATH 401 Advanced Engineering Mathematics 4
- MATH 421 Numerical Mathematics 4
- MATH 461 Geometry 4
- MATH 481 Modern Algebra 4
- MATH 491 Advanced Calculus 4

Glass Science
Overview
Glass Science (GS) involves the study of non-crystalline materials, which may be inorganic, organic, or metallic in nature. Glass scientists and engineers at the M.S. degree level are employed in positions ranging from research to development to plant operations. Many M.S. degree recipients quickly enter into management positions. Glass science can be divided into the fields of consumer products, which includes flat and container glass, fiberglass, and glasses used to produce TV, CRT, PDA, and other electronic devices, and specialty glasses, which include optical fibers, photonic materials, glasses for electronic applications, biological applications of glasses, glasses for the isolation of radioactive waste materials, space technology, homeland security, and a host of other, continually evolving applications in the areas of advanced technology.

The Master of Science in Glass Science at Alfred University seeks to produce graduates who can immediately enter positions throughout industry and government laboratories or continue to a Ph.D. in glass, materials science, or biomaterials. Entering students should ideally have a B.S. degree in some area of materials science, physics, chemistry, or, if interested in biological applications of glass, biology. Students from other backgrounds will be considered, but may be required to take specific courses from our undergraduate program to correct deficiencies before beginning their graduate program. Students seeking a terminal M.S. degree should have a strong interest in the application of science to solving problems.

This program emphasizes “hands-on” studies, with a solid research experience through the thesis project. This approach provides a level of confidence in our graduates which is reflected in their ability to move into industrial positions with minimal adjustment time. A terminal M.S. degree is particularly suited for those who desire an industrial position, with rapid advancement into managerial ranks, or for those with the desire to work in development facilities. Our graduates are also well prepared to continue to a Ph.D. in glass, materials science, or biomaterials. Graduates of the program are well prepared for careers ranging from research and development to general plant operations.
Degree Programs

Our graduates are employed at Corning, Inc., Owens-Corning, IBM, Naval Research Laboratory, the U.S. Patent Office, and a wide range of other facilities ranging from major corporations to national laboratories to small high technology companies at the cutting edge of materials technology. Many of our graduates make a rapid transition into managerial positions in industry. A significant number of our graduates continue their education by pursuing doctoral degrees in Glass and related fields, with many recent Ph.D. students particularly interested in optical and biological applications of glass.

Prerequisites and Undergraduate Preparation

The program is open to qualified students holding B.S. degrees in chemistry, physics, biology, and engineering programs in materials, ceramics, glass, polymers, or biomaterials. It is also possible for graduates in other engineering programs, e.g. EE, to qualify for admission. Ideally, applicants should present evidence of undergraduate-level competence in chemistry, physics, and math through differential equations, with some experience with materials science, including the mechanical, thermal, and electrical behavior of solids. Some knowledge of the structure of solids is also desirable. Applicants without the required background will also be considered for admission, but may have to take pre-requisite courses before enrolling specific graduate classes. Acceptance is based on the candidate’s prior academic record, work experience, potential for growth, and the availability of space in the program.

Curriculum

The Master of Science in Glass Science requires a minimum of thirty semester-hours of graduate credit of which at least fifteen must be in advanced coursework. The degree also requires a minimum of fourteen hours of thesis credit and a one-credit research seminar, which is taken during the first semester of graduate enrollment. Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable for publication in a peer-reviewed journal. The curriculum is designed to be completed in three semesters of full-time study.

Course Requirements

Glass Electives 6
Characterization Electives 3
Technical Electives 6
CEMS 680 Graduate Thesis (14 credit minimum) 14
ENGR 660 Research Seminar 1
ENGR 690 Graduate Seminar (mandatory each semester) 0
Total Credit Hours Required for the Program 30

Glass Electives
CEMS 520 Optical Glasses 3
CEMS 521 Behavior of Glass-forming Melts 3
CEMS 522 Thermal Behavior of Glasses and Melts 3
CEMS 523 Structure of Glasses 3
CEMS 524 Mass Transport in Glasses and Melts 3
CEMS 525 Advanced Optical Behavior of Glasses 3
CEMS 526 Surface Properties of Glass 3
CEMS 544 Structure and Characterization of Glasses 3
CEMS 553 Mechanical Properties of Glasses and Ceramics 3
CEMS 555 Principles and Technology of Photonic Devices 3
Material Science and Engineering

Overview

Material Science and Engineering (MSE) is concerned with the interrelationship among the structure, processing, properties, performance, and applications of materials, which includes ceramics, metals, polymers, and composites. MSE is an interdisciplinary field that combines aspects of chemistry, physics, mathematics, and engineering. Materials engineers provide “enabling technologies” for a wide range of industries including electronics, automotive, aerospace, medical, and more traditional manufacturing industries. Today, material science and engineering professionals are involved in developing improved fuel cells and hydrogen-storage devices for efficient energy production, designing lightweight and reliable materials for advanced aircraft and space vehicles, developing high temperature materials and coating for turbine applications, and devising remote sensors for detecting pathogens. Materials science and engineering also lies at the center of the nanotechnology revolution.

The Master of Science degree program in MSE at Alfred University seeks to provide students with a solid foundation in the fundamentals of material science while allowing them the flexibility to pursue advanced studies a focused area of their interest. The mission of the program is to prepare a graduate with both strong theoretical and “hands-on” laboratory skills. A student in the MSE program can also use their choice of technical electives and thesis research topic to obtain a broad general materials background; or the student can specialize in a specific materials field (e.g. metals, ceramics, polymers, or composites processing) or a specific area of analysis and characterization (e.g. mechanical properties of materials, electrical properties of materials, X-ray analysis, spectroscopy, or electron microscopy).

Graduates of the program are well prepared for careers in industrial research and development, industrial process engineering, and research at national labs. Some graduates of the program continue their education by pursuing doctoral degrees in MSE and related fields. Others pursue professional degrees in business, law, and medicine.

Prerequisites and Undergraduate Preparation

The program is open to qualified students with Bachelor of Science degrees in engineering and the physical sciences. Students with a degree in another science or engineering field may have to take prerequisite undergraduate materials science and engineering courses before enrolling in specific graduate classes. Typically, the student and his or her advisor develop a plan of study at the start of the program based on the student’s background and the student’s research topic. Applicants without the required background will also be considered for admission, but acceptance is based on the candidate’s prior academic record, work experience, potential for growth, and the availability of space in the program.

Curriculum

The Master of Science in Materials Science and Engineering (MS-MSE) requires a minimum of thirty semester-hours of graduate credit of which at least fifteen must be in advanced coursework.
The degree also requires a minimum of fourteen hours of thesis credit and a one-credit research seminar, which is taken during the first semester of graduate enrollment. Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable for publication in a peer-reviewed journal. The curriculum is designed to be completed in three semesters of full-time study although students with other engineering or science backgrounds may require four semesters.

**Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CEMS 501</td>
<td>Solid State Physics</td>
<td>3</td>
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<tr>
<td>or CEMS 503</td>
<td>Thermodynamics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CEMS 545</td>
<td>Characterization in Materials Science &amp; Engineering</td>
<td>3</td>
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<tr>
<td>Technical Electives</td>
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<tr>
<td>CEMS 680</td>
<td>Graduate Thesis (14 credit minimum)</td>
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<tr>
<td>ENGR 660</td>
<td>Research Seminar</td>
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<td>ENGR 690</td>
<td>Graduate Seminar (mandatory each semester)</td>
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</table>

**Total Credit Hours Required for the Program** 30

**Technical Electives**

A technical elective in the MS-MSE program is any graduate course in the School of Engineering except CEMS 519. Graduate-level courses offered in Chemistry, Physics or Math may be used as technical electives with written approval of the thesis advisory committee.

**Mechanical Engineering Overview**

Mechanical Engineering (ME) is one of the largest, broadest and oldest engineering disciplines. Mechanical engineers use the principles of energy, materials and mechanics to design and manufacture machines and devices of all kinds. Mechanical engineers also create the processes and systems that drive technology and industry. Mechanical engineers are often called the ‘general practitioners’ of engineering because of the broad scope of their education and the diversity of their professional opportunities. Due to its breadth, mechanical engineering is generally linked to the economy as a whole; job prospects are relatively immune to isolated economic events.

The field of ME is notable for emphasizing versatility. A mechanical engineering education is an excellent foundation for work in other fields. Versatility is an asset in a world that is undergoing constant economic, political, industrial and social change. Mechanical engineers are positioned, not only to adopt, but also to define and direct change.

The mission of the Mechanical Engineering program is to provide a superior student-centered engineering education within a small university environment. Our dedicated faculty places the highest value on the teaching-learning process, while also being active in professional, technical and scholarly activities. Graduates of our program will understand the social and ethical implications of their engineering decisions, and be prepared to excel in the engineering profession.

**Prerequisites and Undergraduate Preparation**

The program is designed for individuals with a Bachelor of Science degree from an ABET-accredited program in Mechanical Engineering. Students with bachelor’s degrees in other engineering fields and the physical sciences or with degrees from non-accredited engineering programs will also be considered for admission.
Those admitted may have to take one or more course prerequisites prior to enrolling in specific graduate credit courses. Acceptance is based on the individual’s prior academic achievements and work experience, and upon the availability of space in the program.

**Curriculum**

The program leading to the M.S. degree in Mechanical Engineering requires a minimum of 30 semester hours of graduate credit, of which at least 24 credit hours must be in advanced course work. The selected elective courses must form a coherent plan of in-depth study and should be selected in consultation with the student’s advisor/thesis committee. Candidates for the degree are required (1) to present and defend a written thesis of their research and (2) to submit a manuscript suitable for publication in a peer-reviewed journal. For full-time students, the degree requirements must be completed within three years of first enrolling as a graduate student at AU. For part-time students, this time limit is extended to six years.

**Course Requirements (Thesis Option)**

<table>
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<tr>
<th>Course</th>
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<td>Technical Electives</td>
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<td>MECH 680 Graduate Thesis</td>
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<td>ENGR 690 Graduate Seminar (mandatory each semester)</td>
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<tr>
<td><strong>Total Credit Hours Required for the Program</strong></td>
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**Course Requirements (Project Option)**

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<th>Course</th>
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<td>Technical Electives</td>
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<td>MECH 699 Master’s Project</td>
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<tr>
<td><strong>Total Credit Hours Required for the Program</strong></td>
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</table>

**Technical Electives**

A technical elective in Mechanical Engineering is any graduate-level course with the MECH designation. Graduate-level courses offered in the School of Engineering, Chemistry, Physics, and Mathematics may also be used as technical electives with written approval of the student's advisor and thesis committee.

**Doctor of Philosophy Degrees in Engineering and Science**

The Inamori School of Engineering offers the Ph.D. in three fields:
- Ceramics
- Glass Science
- Materials Science & Engineering

The Ph.D. programs are open to qualified students holding Bachelor of Science and Master of Science degrees in the fields of science and engineering. Acceptance into the program is based on the applicant’s prior academic record, previous work experience, potential for growth, and the availability of space in the program.

The Ph.D. degrees require ninety credit hours beyond the requirements for the baccalaureate degree. Of these, a minimum of thirty-three credit hours must be in regular course work; the remainder may be earned as thesis credits. There is also a two-year residency requirement.

**All three programs require the following four core courses:**

- CEMS 503 Thermodynamics of Materials
- CEMS 504 Kinetics and Non-equilibrium Processes in Materials
- CEMS 501 Solid State Physics
- CEMS 506 Advanced Engineering Math
Degree Programs

All three programs also require successful completion of ENGR 660 - Research Seminar during the first semester, and attendance of ENGR 690 - Graduate Seminar during each semester in residence at Alfred University. Additional course requirements in the Material Science and Engineering program include CEMS 502 - Quantum Physics, CEMS 505 - Defects and Defect-Related Processes, and CEMS 545 Characterization in Materials Science and Engineering. Students enrolled in the Glass Science program must complete fifteen credit hours of Glass courses work (CEMS 52X).

Students enrolled in the Ph.D. programs must pass a qualifying exam, usually within the first year of their enrollment.

Candidates for the degree must write, present and successfully defend a doctoral thesis based on independent and original research conducted by the student. Prior to displaying the thesis, candidates for the Ph.D. degree must present a minimum of three accepted peer-reviewed publications. Thirty credit hours in thesis work must be a recorded part of each student’s program, and as many as fifty credit hours may be included, but the accumulation of these credits does not in itself imply the satisfaction of the requirement. The thesis must be acceptable for publication.

During the first semester, the student will select, with the approval of the Dean of Engineering, a faculty member of the School of Engineering to be his/her advisor. The advisor will then select at least three more members of the faculty, with due consideration of the specific research interest of the student, to form the Advisory Committee. This Committee will guide the student in course selections, thesis research, preparation for qualifying and final oral examinations, and, in general, care for the student’s academic well being.

Off-Campus Programs

Downstate Programs

Alfred University offers a number of Masters-level programs downstate which are extension programs of regular campus offerings. Courses are made available through the Center for Integrated Teacher Education (CITE), which has provided professional development and in-service courses for teachers, principals, and related school staff since 1983. CITE is a professional service organization that manages the logistical operations for Alfred's Downstate Programs. Classes for AU’s Downstate Programs are offered at venues in Brooklyn and Oceanside, Long Island. Alfred University's Downstate Program is designed for working professionals and recent college graduates in the Metropolitan Area. Students in the program are expected to maintain Alfred University's standard of graduate study. This program requires a basic level of computer and email literacy.

Programs Offered

- Master of Science in Education (MSEd) in School Counseling
- Master of Science in Education (MSEd)/Certificate of Advanced Study in Mental Health Counseling
- Master of Science in Education (MSEd) in Literacy
- Certificate of Advanced Study in Mental Health Counseling
- Master of Public Administration (MPA) (available off-campus only; see below)
Curriculum
The program is structured to allow separate groups of no more than 25 students to enter each program in the fall. Each group remains together through the entire program, attending classes year-round for two years (Counseling), or 15 months (Public Administration), including summers. First year classes are prerequisites for all other classes in the program.

All Downstate students are required to attend courses on the Alfred University campus in western New York State during each year of the program. Students in the Literacy, Public Administration, and Certificate of Advanced Study in Mental Health Counseling attend courses one summer only. Students in the MSEd in School Counseling program attend courses during the two summers that they are enrolled in the program. Students in the MSEd/Certificate of Advanced Study in Mental Health Counseling program attend courses during the three summers that they are enrolled. Students are notified regarding the schedule for these summer classes.

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

Campus Visit Requirement
Each Downstate Program requires that students attend on-campus courses for one week during the summers that they are enrolled. The number of courses varies based on the length of the program. During campus visits, students attend class and participate in a program orientation. Campus housing is available to students. Alfred University and CITE assist students in making arrangements. Costs associated with these visits are not included in the cost of tuition. Information about transportation and housing is distributed to accepted students.

Upstate Extension Programs (Victor, NY)
- Alfred University also offers extension graduate programs at the Finger Lakes Community College Victor Campus Center, 200 Victor Heights Parkway, Victor, New York. Three programs are currently offered when cohorts are filled:
  - Master of Public Administration (see below)
  - Master of Science in Education in Literacy
  - Certificate of Advanced Study in Mental Health Counseling

These programs are presented in a format that fits the busy schedules of individuals who are working full-time and unable to attend traditional graduate programs. Students attend the Victor extension programs on a part-time basis. All classes meet for full days on Saturdays, with each course consisting of five class sessions. The program is designed so that students can complete their course of study in one academic year and one summer.

Directions
The FLCC Victor Extension Campus is located at 200 Victor Heights Parkway in Victor, New York, a suburb of Rochester. The campus is easily accessible for students from both the Rochester and Syracuse areas, a short distance from Exit 45 of the New York State Thruway and Exit 1 of I-490.

Master of Science in Education in School Counseling
Alfred University’s graduate program in counseling prepares individuals for counseling positions in elementary, middle and high schools, colleges and universities.
Degree Programs

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

The Alfred University school counseling program focuses on developing a broad set of helping skills that are applicable to any school setting in which counselors work. Students develop these skills both in and out of the classroom. Students spend over 50 days (300 clock hours) in a school setting. Coursework in the program offers practice in a range of counseling skills, while the field experience provides the student with a practical application in the area of counseling that he or she wishes to pursue. Recent practicum sites include: public elementary, middle and high schools, charter schools, after-school programs, Young Adult Borough Centers (YABC), and Saturday school programs.

Course Requirements and Sequence

<table>
<thead>
<tr>
<th>Summer – Year 1</th>
<th>COUN 602</th>
<th>The Professional and Ethical Foundations of Counseling</th>
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<tr>
<td>Fall - Year 1</td>
<td>COUN 636</td>
<td>Principles of Counseling</td>
<td>3</td>
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<td>COUN 642</td>
<td>Multi-cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COUN 606</td>
<td>Human Development: The Lifespan</td>
<td>3</td>
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<td>Spring - Year 1</td>
<td>COUN 604</td>
<td>Foundations of School Counseling</td>
<td>3</td>
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<td></td>
<td>COUN 639</td>
<td>Group Counseling</td>
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<tr>
<td></td>
<td>COUN 616</td>
<td>Mental Health, Exceptionality, and Disability</td>
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<td>Summer - Year 2</td>
<td>COUN 626</td>
<td>Assessment in Counseling</td>
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<td>COUN 605</td>
<td>Career Development and Life Planning</td>
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<td>COUN 652</td>
<td>Techniques of Family Therapy</td>
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<td>Fall - Year 2</td>
<td>COUN 638</td>
<td>Advanced Counseling Theory and Practice</td>
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<td>COUN 657</td>
<td>Practicum in Counseling I</td>
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<td>PSYC 646</td>
<td>Consultation and Prevention</td>
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<td>Spring - Year 2</td>
<td>COUN 671</td>
<td>Research and Statistics</td>
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<td>COUN 695</td>
<td>Topics in Counseling/Internship Seminar</td>
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<td></td>
<td>COUN 658</td>
<td>Practicum in Counseling II</td>
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<td><strong>Program Total</strong></td>
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</table>

Master of Science in Education/Certificate of Advanced Study in Mental Health Counseling

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

Students develop these skills both in and out of the classroom. Students spend over 100 days (700) clock hours in mental health settings. Coursework in the program offers practice in a range of counseling skills, while the field experience provides the student with a practical application in the area of counseling that he or she wishes to pursue. Recent internship sites include: outpatient centers of hospitals, in-patient
psychiatric units, residential substance abuse programs, outpatient substance abuse programs, multi-service agencies, and private practices.

This program requires that students complete 60 credit-hours of course work, including a 3-credit practicum experience and two 3-credit internships. Individuals who successfully complete this program are eligible for the limited permit as a mental health counselor in New York State. Graduates must then complete 3,000 hours (approximately 2-years, fulltime) of supervised mental health counseling experience (1,500 hours of which must be direct client contact), and pass the Certified Clinical Mental Health Counselor examination which serves as the licensing exam for New York State.

### Course Requirements and Sequence

#### Summer – Year 1
- COUN 602  Professional and Ethical Foundations of Counseling 3

#### Fall - Year 1
- COUN 636  Principles of Counseling 3
- COUN 642  Multi-cultural Counseling 3
- COUN 606  Human Development: The Lifespan 3

#### Spring - Year 1
- COUN 604  Foundations in School Counseling 3
- COUN 639  Group Counseling 3
- COUN 616  Mental Health, Exceptionality, and Disability 3

#### Summer - Year 2
- COUN 626  Assessment in Counseling 3
- COUN 605  Career Development and Life Planning 3
- COUN 652  Techniques of Family Therapy 3

#### Fall - Year 2
- COUN 638  Advanced Counseling Theory and Practice 3
- COUN 657  Practicum in Counseling I 3
- PSYC 646  Consultation and Prevention 3

#### Spring - Year 2
- COUN 671  Research and Statistics 3
- COUN 695  Topics in Counseling/Internship Seminar 3
- COUN 663  Internship in Mental Health Counseling I 3

#### Summer Year 3
- COUN 628  Assessment in Mental Health Counseling 3
- COUN 641  Counseling Special Populations 3
- COUN 619  Program Development and Grantsmanship 3
- COUN 664  Internship in Mental Health Counseling II 3

### Program Total 60

#### Certificate of Advanced Study in Mental Health Counseling

The Certificate of Advanced Study in Mental Health Counseling is a part-time program designed for individuals who have already earned master’s degrees in counseling and either majored in school counseling or did not fulfill the eligibility requirements for the mental health license. This includes master’s degrees in school counseling, community-agency counseling, and college counseling/college student development, or older general counseling degrees. It does not include master’s degrees in psychology, school psychology, social work or human development, as the licensure regulations are very specific in requiring a master’s degree in counseling.
Degree Programs

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

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

Course Requirements and Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COUN 603</td>
<td>Foundations of Mental Health Counseling</td>
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<td></td>
<td>COUN 615</td>
<td>Psychopathology and Differential Diagnosis</td>
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<td>COUN 619</td>
<td>Program Development and Grantsmanship</td>
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<td>COUN 663</td>
<td>Internship in Mental Health Counseling I</td>
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<tr>
<td>3</td>
<td>COUN 664</td>
<td>Internship in Mental Health Counseling II</td>
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<td>COUN 628</td>
<td>Assessment in Mental Health Counseling</td>
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<tr>
<td>or COUN 641</td>
<td></td>
<td>Counseling Special Populations</td>
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</tbody>
</table>

Program Total 18*

*Individuals who have earned master’s degrees consisting of less than 42 credits may be required to complete additional coursework to bring them up to the licensing requirement of 60 graduate credits.

Master of Science in Education in Literacy

The Division of Education offers a program Downstate in the teaching of literacy leading to the Master of Science in Education (MSEd). (See p. 62 for a description of the program and the degree requirements.)

Master of Public Administration Program

The MPA program is designed for those interested in management, administration, and the design and implementation of services in public, quasi-public, and nonprofit agencies in law enforcement/criminal justice, probation, youth corrections, community planning and development, programs for the aging, housing, public health, hospital administration, city and county administration, welfare services, social counseling, and other municipal and social services. The program focuses on:

- Developing an understanding of public and social policy issues,
- Gaining an appreciation for organizational behavior,
- Budget formation and management, and
- Utilization of effective management techniques.
Program Process
The MPA program is designed to be a part-time program for working adults. All classes meet for full days on weekends, with each course consisting of five class sessions. Students become part of a group that meets on Saturdays or Sundays and remains together for the duration of the program. Core courses relate to the needs of those intending to serve in administrative and managerial roles in health care, non-profit, and criminal justice organizations. Elective courses include public sector budgeting and accounting, legal and regulatory issues, computer applications, and specialty topics in health care, non-profit, and criminal justice management. Students who follow the prescribed course sequence can expect to complete the program in 15 months, including two summers of academic work.

Field Experience
Individuals who do not have previous public administration experience are required to complete a 100-contact hour, two-credit field experience at a health care, criminal justice, or non-profit agency that fits their interest area. Students who have previous experience have the option of pursuing a field experience if they desire to broaden their experience in public administration, but are not required to do so.

Course Sequence

Semester 1
- PUAD 510 Principles of Public Administration 3
- PUAD 531 Political Environment of Public and Community Services 3
- PUAD 571 Public Administration and Agency Management 3
- PUAD 598 Capstone Seminar I 2

Semester 2
- PUAD 535 Foundations of Healthcare Management
- or PUAD 536 Foundations of Criminal Justice Management
- or PUAD 537 Foundations of Non-Profit Management 3
- PUAD 541 Program Evaluation and Grantsmanship 3
- PUAD 561 Organizational Processes 3
- PUAD 599 Capstone Seminar II 1

Semester 3
- PUAD 528 Public Sector Budgeting and Accounting 3
- PUAD 543 Legal and Regulatory Issues in Criminal Justice
- or PUAD 544 Healthcare Policy and Regulation
- or PUAD 545 Legal and Regulatory Issues in Non-Profit Management 3
- PUAD 565 Computer Apps and Management Information Systems 3

Semester 4
- PUAD 581 Human Resources Administration 3
- PUAD 597 Topics in Public Administration 3

Program Total 36*

* Students with no previous agency experience are required to complete PUAD 590 Fieldwork in Public Administration (2 credits), a 100-contact hour field experience during the second, third or fourth semester. This is scheduled individually and will bring the total program to 38 credit hours.