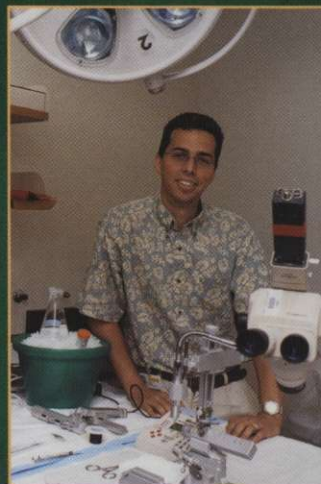# R·I·T

Tomorrow's Education TODAY

2002–2003 GRADUATE BULLETIN

Rochester Institute of Technology
2002–2003 Institute Calendar

FALL QUARTER (20021)

April 29–September 12,2002
Fall Registration. Use telephone, Student Information System, walk-in or mail-in options. Students will be billed.*

August 29, 30
Move-in for new students

September 2
Move-in for returning students

September 5
Day and evening classes begin

September 7
Saturday classes begin

September 12
Last date to drop/add courses

October 18
Last date to withdraw with a "W" grade

November 13
Last day class

November 14
Reading day (no day classes)

November 16
Last Saturday class

November 15, 16, 18, 19, 20
Final exams—day classes

November 20
Last evening class

November 21–December 1
Fall/winter break

WINTER QUARTER (20022)

October 21–December 9,2002
Winter Registration. Use telephone, Student Information System, walk-in or mail-in options. Students will be billed.*

December 2
Day and evening classes begin

December 7
Saturday classes begin

December 9
Last date to drop/add courses

December 21
Last day of classes before break

January 6, 2003
Day and evening classes resume

January 11
Saturday classes resume

January 24
Last date to withdraw with a "W" grade
Last day class

February 22
Last Saturday class

February 24, 25, 26, 27, 28
Final exams—day classes

February 28
Last evening class

March 1–March 9
Winter/spring break

SPRING QUARTER (20023)

January 27–March 17,2003
Spring Registration. Use telephone, Student Information System, walk-in or mail-in options. Students will be billed.*

March 10
Day and evening classes begin

March 15
Saturday classes begin

March 17
Last date to drop/add courses

April 18
Last date to withdraw with a "W" grade

May 16
Last day class

May 17
Last Saturday class

May 19, 20, 21, 22, 23
Final exams—day classes

May 23
Last evening class

May 23
Academic Convocation (7:30 p.m.)

May 24
Commencement

May 25–June 1
Spring/summer break

SUMMER QUARTER (20024)

April 21–June 9, 2003
Summer Registration. Use telephone, Student Information System, walk-in or mail-in options. Students will be billed.*

June 2
Day and evening classes begin

June 7
Saturday classes begin

June 9
Last date to drop/add summer quarter courses

July 4
Holiday (no classes)

July 11
Last date to withdraw with a "W" grade

July 12
July 4 makeup day

August 8
Last day class

August 9
Last Saturday class

August 9, 11, 12, 13
Final exams—day classes

August 15
Last evening class

* Refer to quarterly schedule of courses for specific registration dates and times.

Rochester Institute of Technology

Graduate Bulletin
2002–2003

Rochester Institute of Technology

About This Bulletin

This *Graduate Bulletin* does not constitute a contract between the Institute and its students on either a collective or individual basis. It represents RIT's best academic, social and financial planning at the time the *Graduate Bulletin* was published. Course and curriculum changes, modifications of tuition, fee, dormitory, meal, and other charges, plus unforeseen changes in other aspects of RIT life sometimes occur after the *Graduate Bulletin* has been printed but before the changes can be incorporated in a later edition of the same publication. Because of this, Rochester Institute of Technology does not assume a contractual obligation with its students for the contents of this *Graduate Bulletin.*

RIT will admit and hire men and women; veterans; persons with disabilities; and individuals of any race, creed, religion, color, national or ethnic origin, sexual orientation, age or marital status in compliance with all appropriate legislation, including the Age Discrimination Act and Title VI of the Civil Rights Act of 1964 (P.L. 88-352).

Rochester Institute of Technology
Office of Graduate Enrollment Services
58 Lomb Memorial Drive
Rochester, NY 14623-5604
585-475-2229
gradinfo@rit.edu

Contents

Graduate Education at RIT

Katherine Mayberry, associate provost for academic programs

The graduate learning experience at RIT is *focused.* RIT graduate programs focus on the conceptual structure and organization of knowledge in the chosen subject—an understanding that is essential to both accept and lead technological change in the professions. They also build an educational base for additional learning and offer access to, and mobility within, one or more professional areas.

The programs themselves are centered in fields that combine both theoretical knowledge and practical applications, especially those with a proven need in the marketplace. Thesis topics often relate directly to situational concerns, rather than theoretical discourse. Programs that do not require a thesis or project encourage other avenues for professional experience, such as optional or required cooperative education or an internship.

Students often use employers as primary sources for research and special projects. This application approach attracts faculty who value problem-solving skills in students. Whether a thesis, project or professional portfolio is required, our students are encouraged to incorporate both independent study and experiential learning into their programs. Graduate students also may assist in undergraduate education, such as in laboratories.

A philosophy supported by campus resources. RIT's international reputation as an applied technological university gives graduate students the advantage of working with the sophisticated technology and laboratories found both on and off campus. Students in microelectronics manufacturing have access to clean-room facilities that meet industry standards. Computer graphics design students access digital media using a variety of systems and software, including Macintosh, IBM, Silicon Graphics and Media 100 digital video editing. Our telecommunications technology workstations were donated by an industry eager to hire students experienced with equipment used in their own laboratories. Students in the clinical chemistry MS program may take a research course at a laboratory outside of RIT.

Technology also has brought together students in design, photography and printing. In RIT's Electronic Still Photography Laboratory, the three disciplines have merged through electronics.

Regardless of the program, RIT encourages and promotes technological innovation in all areas.

Specialized and Diverse Programs

While technology is integral to all graduate programs, the essence of RIT graduate education is found in the diversity of programs, course offerings and learning options.

Our reputation as a technologically advanced university is matched by our commitment to offer programs designed to meet specialized needs of employers. A dozen international corporations—including Eastman Kodak Company, Konica, Agfa Gevaert, Xerox, and Fuji—have sponsored the building of laboratories in the Chester F. Carlson Center for Imaging Science, which houses the nation's most comprehensive imaging science programs.

Enriched by the perspective provided by the National Technical Institute for the Deaf, one of RIT's colleges, we offer full access to deaf and hard-of-hearing students seeking graduate-level academic programs.

Across campus, graduate students mix exciting research and stimulating dialogues with faculty and such distinguished visitors as George Bush, Joe Torre, Jesse Jackson, John Hockenberry, Maya Angelou, Annie Leibovitz, Jerry Uelsmann, and Greg Heisler. The College of Business draws prominent figures from the business world—including U.S. Steel CEO Thomas Usher and Robert Bartley, editor and vice president of *The Wall Street Journal*—through the William D. Gasser Distinguished Lectureship in Business.

The Institute continues to receive international recognition for the quality of its academic programs. In its most recent ranking of national photography programs, *U.S. News & World Report* named RIT's School of Photographic Arts and Sciences number one. This publication has also consistently ranked RIT in the top 20 in its master of fine arts category. Recognition also has been awarded by industry: RIT's colleges of Business and Engineering were winners in the Motorola University Challenge—an award presented to just nine universities nationwide. These two colleges also won the IBM Total Quality Management Competition and received more than $1.2 million to integrate quality themes into their courses and laboratories.

Convenient and Flexible Programs

RIT's diversity also extends to the manner in which courses and programs are scheduled. Half of our graduate programs are available on a part-time, online, or evening basis and are designed for working professionals. Examples of programs offered through online learning include software development and management; information technology; environmental, health and safety management; and health systems administration. These programs allow students access to an RIT education without attending classes on campus.

In addition, RIT's executive MBA offers professionals an opportunity to earn a master's degree by studying on campus Friday and Saturday, every other week. Professionals from California to England visit RIT every summer for executive leader master's degree programs, which combine four-week on-campus residencies with classes using distance-learning technology.

Graduate Programs of Study

*These programs include opportunities for degree completion through online learning.   ƒThese programs include degree completion through Executive Education option.

The RIT Philosophy and Mission

RIT's mission is the education of men and women for work and life in a democratic, technological and global society. It is integral to the Institute's mission to be a dynamic center of higher education—one in which technology, the arts and sciences and other dimensions of human knowledge and civilization are valued, cultivated and applied.

Throughout its history, the Institute has been at the forefront of career education in preparing students for technological and professional careers. RIT structures itself as an educational resource for all who seek to be competent and enthusiastic lifelong learners, whether they are young adults or professionals seeking to upgrade their skills by studying for an advanced degree. Our goal is that all graduates will understand the ethical, technological, humanitarian and aesthetic challenges of a diverse work place and an international community.

The Institute's educational philosophy emphasizes not only theory—the natural foundation of knowledge—but also the practical work place applications of theories. This dual emphasis is prized by employers and offers graduates upward career mobility and the flexibility for changes in career direction.

Another asset of an RIT education is cooperative education, which offers undergraduate and graduate students in selected programs the opportunity for paid, professional work experience while they are completing their degrees.

RIT, founded in 1829, is a privately endowed university in suburban Rochester, N.Y. Its eight colleges include: Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts, Science, and the National Technical Institute for the Deaf.

For additional information, write, phone or e-mail:
Rochester Institute of Technology
Office of Graduate Enrollment
  Services
58 Lomb Memorial Drive
Rochester, NY 14623-5604
585-475-2229
gradinfo@rit.edu
www.rit.edu/grad

Access to practical technology draws graduate students to RIT.

History of Graduate Education

Starting in 1955 with the master of fine arts degree, RIT has continually created new graduate programs to meet employers' and students' requests for education in particular functional areas. When surveys in the 1960s indicated the need for sophisticated statistical knowledge, a master of science degree in applied and mathematical statistics was created. More recently, RIT's Center for Microelectronic and Computer Engineering began a master's degree in microelectronics manufacturing engineering. Other graduate programs have taken similar routes, and all eight RIT colleges exhibit continuous concern for the emerging needs of the business, industrial and scholarly communities.

A recent example of RIT's continuing endeavor to provide education in emerging career fields is the Ph.D. in imaging science, which was also the first degree of its kind in the United States. The Ph.D. is one of more than 60 graduate degrees now offered by the Institute.

Sponsored Research Projects

Externally sponsored projects are a vital and integral component of RIT's educational and research activity. Faculty and students undertake sponsored projects for a variety of important reasons: to add to the body of knowledge, for professional development, and to strengthen academic programs. Sponsored projects enhance the Institute's academic programs, broaden its research resources, provide opportunities for student participation in research, strengthen university-industrial partnerships, and serve the wider community.

Moreover, grants and contracts enhance existing resources and provide new opportunities for faculty, staff, and students. External funding for research comes from federal and state agencies, private foundations, and corporations. RIT major sponsors include the National Science Foundation (NSF), the National Institutes of Health (NIH), the Department of Education (USDE), the Department of Defense (DoD), the National Aeronautics and Space Administration (NASA), and New York State. The office of Grants, Contracts and Intellectual Property (GCIP) projects $30 million in awarded projects for the 2001-2002 fiscal year. Contact GCIP at 585-475-7985, gcip@rit.edu, or visit their Web site at www.research.rit.edu.

Accreditation

RIT is chartered by the legislature of the State of New York and accredited by:

The Commission on Higher Education
Middle States Association of Colleges
  and Schools
3624 Market Street
Philadelphia, Pa. 19104-2680
215-662-5606
                and
New York State Education
  Department
Office of College and University
  Evaluation
5 North Mezzanine
Albany, N.Y. 12234
518-474-2593

In addition to institutional accreditation, curricula in the colleges are accredited by appropriate professional accreditation bodies. Where applicable, specific mention of these is included in the college descriptions. Students wishing to review documents describing accreditation should contact the Office of the Associate Provost for Academic Programs.

College of Applied Science and Technology

Wiley R. McKinzie, Dean

PROGRAMS

MASTER OF SCIENCE DEGREES IN:

Computer Integrated
Manufacturing
Hospitality-Tourism
Management
Service Management
Human Resource
Development
Instructional Technology
Environmental, Health and
Safety Management
Packaging Science
Health Systems
Administration
Cross-disciplinary
Professional Studies

ADVANCED CERTIFICATES AVAILABLE IN:

Senior Living Management
Integrated Health Systems
Health Systems Finance
Technical Information Design

EXECUTIVE LEADER:

A nontraditional delivery
of graduate education
encompassing two summers
for degrees in hospitality-
tourism management, service
management, human
resource development,
instructional technology
and packaging science

Online learning option available

Graduate education in any discipline requires commitment of both the student and the institution involved. The diverse, graduate-level academic areas within the College of Applied Science and Technology represent RIT's commitment to curricular innovation, program flexibility and academic rigor.

We are also committed to advancing the state of our education through the latest technology, management theories and educational philosophies. In fall 1999, the college opened a new building containing state-of-the-art laboratories. The new facilities support courses that address current and future applications in the areas of electrical-computer-telecommunications engineering technology, manufacturing and mechanical engineering technology, and packaging science. In addition to laboratories in computer networking, telecommunications, a circuits "studio," mechanics and materials, the new building includes student study space and departmental and faculty offices. RIT's $22 million Center for Integrated Manufacturing Studies gives graduate students the opportunity to test new technologies for actual companies seeking solutions to real problems. Continual computer laboratory upgrades mean that we have technology that is considered the industry standard.

Most importantly, all the programs are recognized as being academic leaders in the state, national and international education communities. In addition, our close ties to business and industry means that our course content is relevant and practical for tomorrow's managers, whether they oversee computer integrated manufacturing or a resort hotel. Graduates are eagerly sought out by employers, with a high placement rate that assures graduates can pick the best positions for their personal and professional development.
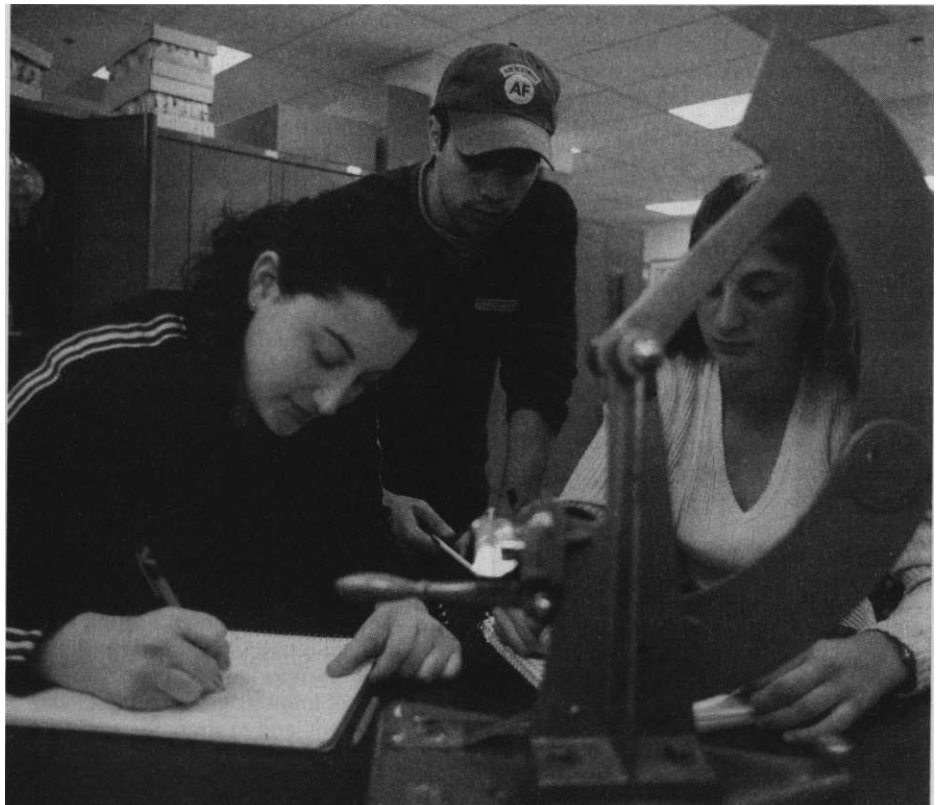
Master of Science in Environmental, Health and Safety Management

Maureen Valentine, *Department Chair*
Joseph Rosenbeck, *Graduate Program Coordinator*

The last decade has seen significant changes in how organizations view and manage environmental, health and safety (EHS) issues. Increasingly, companies are capitalizing on the synergies among these three areas by managing them together—necessitating that EHS professionals be cross trained in all three functions. The emergence of voluntary standards and codes of conduct, including international standards, coupled with the need to manage costs has resulted in a trend to go beyond regulatory compliance through the use of EHS management systems and integration of EHS into key business processes.

The program

Established in 1997, RIT's master of science degree program in environmental, health and safety management is offered by the department of civil engineering technology, environmental management and safety. Developed by experienced EHS professionals from the department's Advisory Committee and faculty, the MS program is designed to provide graduates with a solid grounding in both technical and managerial aspects of leading practices in EHS management. The program is designed for early- to mid-career professionals and other professionals planning a career move into this field.

RIT's program in environmental, health and safety management utilizes an integrated systems focus to ensure that graduates can:
- Identify and leverage the regulatory, voluntary and business drivers for EHS programs.
- Design and implement effective EHS management systems and programs.
- Design and implement performance measurement processes to verify EHS effectiveness.
- Demonstrate how an effective EHS program adds value to the organization.

The program is designed to be completed on campus or through distance learning in 15 months by full-time students or in two years of part-time study while working full time. Students can tailor an individual program of study by complementing core and foundation courses with professional electives that match their academic and career interests.

Admission requirements

Unconditional admission to the MS degree program in environmental, health, and safety management requires:
- A bachelor's degree from an accredited university or college
- A minimum undergraduate grade-point average of 3.0 (B) over the junior and senior level years
- At least 20 quarter credit hours (or 15 semester credit hours) of college-level science and math course work, with at least 4 credit hours (or 3 semester credit hours) in each of the following three categories: 1) general chemistry or organic chemistry; 2) biology, microbiology, ecology or biochemistry; and 3) physics, geology, hydrology or geochemistry
- At least one college-level course in statistics
- At least one college-level course or equivalent experience in computer science

Graduate Record Examination (GRE) scores are not normally required. Applicants who do not meet the above requirements, however, may be required to submit GRE scores to support their candidacy.

International students are required to have achieved a minimum score of 570 on the Test of English as a Second Language (TOEFL).

In addition to the RIT graduate application, applicants to this program must submit:
- Two writing samples to demonstrate written communication skills
- A current resume or CV with sufficient detail to identify specific tasks and levels of responsibilities

Generally, applicants are expected to have formal academic training or documented experience in the areas of environmental management (air, water, solid and hazardous waste), occupational health, and occupational safety. Academic and experiential gaps in these areas may be addressed through program foundation courses and electives.

The program was designed for EHS professionals with some work experience. Applicants with less than one year of relevant work experience may be expected to complete one or more graduate co-op quarters during their program of study.

Potential applicants are strongly encouraged to contact the graduate program coordinator (585-475-6469) for informal advising and additional information about the program.

Transfer credit

Up to 12 quarter credits of graduate course work may be accepted into the program if appropriate and approved by the student's major professor or the admissions committee. The maximum number of transfer credits may be reduced in order to ensure that transfer credits and foundation course work do not exceed 20 quarter credits.

Financial aid

Applicants seeking graduate scholarships or assistantships should identify this in the graduate application. A limited number of scholarships and assistantships are available on a competitive basis. Applicants seeking scholarships or assistantships should apply by April 1. Information about student loans may be obtained from the RIT Financial Aid Office (585-475-2186).

The curriculum

The master of science degree program in environmental, health and safety management consists of 48 credit hours of graduate study. The program is available in both classroom and distance-learning formats. Some courses are taught only in distance-learning format. The curriculum consists of a sequence of core courses (24 credits), professional electives chosen from the program or other departments (18 credits), and a graduate thesis or project (6 credits).

Foundation courses are intensive survey courses that allow each student to fill gaps in academic preparation and/or work experience related to the environmental, health and safety fields. Necessary foundation course work will be determined at the time of admission to the program. Up to 12 credits of foundation course work may be counted toward the degree as elective course work.

Core courses include:
0630-720   Environmental, Health & Safety Management
0102-740   Organizational Behavior & Leadership
0630-725   EHS Accounting & Finance
0630-740   EHS Management System Design
0630-760   Integrating EHS into Business Management
0630-790   EHS Internal Auditing

A 6-credit graduate thesis or graduate project is required for graduation. Thesis and project topics should complement the student's interests and program of study. A thesis will be most appropriate for students with interests in conducting original research or in topics requiring substantial theoretical analysis. A graduate project will be most appropriate for students interested in applied problem solving.

Department of Manufacturing and Mechanical Engineering Technology/Packaging Science

John A. Stratton, Chair

The department offers an MS program in computer integrated manufacturing (CIM) and an MS in packaging science. The MS in CIM is jointly sponsored by the colleges of Business and Engineering and is available for full- and part-time students. The MS in packaging science is available for full- and part-time students and in an executive leader format.

The department's 14 laboratories in the CAST and CIMS buildings are available to and used by graduate students.

Master of Science in Computer Integrated Manufacturing

S. Martian Ramkumar, Program Adviser

The master of science in computer integrated manufacturing is a multidisciplinary degree offered by the department of manufacturing and mechanical engineering technology in collaboration with the colleges of Business and Engineering. The program is designed for individuals who wish to achieve competence in the effective integration of the computing manufacturing, design, and maintenance processes found in any manufacturing enterprise. Students take a set of common core courses and then elect a concentration in design, manufacturing, software, electronics packaging, management, or quality.

Entrance requirements

Applicants should have completed a baccalaureate or equivalent degree from an accredited academic institution in the field of engineering, engineering technology, computing, or business with a minimum grade point average of 3.0 on a 4.0 scale. Students with degrees in other disciplines will be considered on an individual basis. Calculus, computer programming, and statistics are required backgrounds.

Applicants should submit two professional recommendations and transcripts from previous college attendance, along with the graduate application form.

A minimum TOEFL score of 550 (for paper-based exam) or 213 (computer-based) and a minimum GRE score of 1800 is required for international applicants seeking admission from non-English-speaking countries. Applicants with a lower TOEFL score may be admitted conditionally and will take a prescribed English language program, along with a reduced MS-CIM program course load.

Curriculum

The graduate program of study consists of 52 credits composed of the core, concentration, elective, and a capstone management course or thesis. Students may be required to take additional prerequisite courses, depending on their background and elected concentration. Courses in the prerequisite group may be waived from graduation requirements, depending on the students' academic and employment background, after approval of the program chair. Full-time students are eligible for two co-op blocks (three months for each block), after completing three quarters (nine months) of study at RIT.

Core courses (20 credits)

0617-850	Flexible Manufacturing & Assembly Systems
0617-730	Data Management & Communication
0101-794	Cost Accounting in the Manufacturing Environment
0102-740	Organizational Behavior & Leadership
0303-750	Management of Quality Systems
	or
0307-782	Quality Engineering

Concentration options (20 credits)

Design Concentration

0304-618	Computer Aided Engineering
0304-801	Design for Manufacture
0304-865	Computer Implementation
0610-820	Concept Design & Critical Parameter Management
0610-870	Robust Design & Production Systems

Manufacturing Concentration

0617-870	Manufacturing Automation Controls
0304-615	Robotics
0303-630	Computer-Aided Manufacturing II
0303-710	Systems Simulation
0303-749	Manufacturing Strategy & Tactics

Management Concentration

0102-742	Introduction to Technology Management
0106-743	Operations Management & Process Improvement
0307-781	Quality Management
0106-749	Manufacturing Strategy & Tactics
0101-703	Financial Accounting Systems
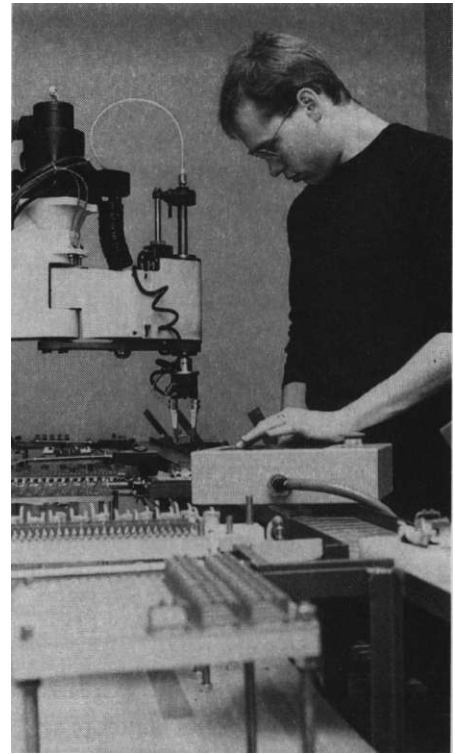
An automated assembly lab is available to students of computer integrated manufacturing.

Software Concentration

Prerequisites: Algorithms and Data Structures and any high-level programming language

0617-870	Manufacturing Automation Controls
0602-717	Information Integration
0602-710	Object Technologies
0602-720	Data Object Development
0602-750	Distributed Systems

Quality Concentration

Prerequisites: Statistics (equivalent to 0307-711, 712

0307-721	Statistical Process Control
0307-731	Statistical Acceptance Control
0307-781	Quality Management
0307-732	Quality Engineering
0307-801	Design of Experiments I
0307-802	Statistical Quality Control II

Elective (8 credits)

Each student must take two graduate-level elective courses according to his or her concentration as follows:

1. Any course from another concentration
2. Any course from another graduate program, if approved by the program adviser and faculty member teaching the course
3. Any independent study course if approved by the student's academic adviser

Capstone (4 credits)

0617-896   Project Management in CIM
           or
0106-744   Project Management
           or
0617-897   Thesis
0617-999   Cooperative Education
           (0 credits)

Financial aid

Limited scholarships and graduate assistantships are available in the department of manufacturing and mechanical engineering technology. Information may be obtained from:

> Prof. S. Manian Ramkumar,
> Program Chair
> 78 Lomb Memorial Drive
> Rochester, N.Y. 14623-5604
> E-mail: smrmet@rit.edu

Master of Science in Packaging Science

Deanna Jacobs, *Program Coordinator*

The master of science degree program in packaging science is designed to accommodate a wide range of needs of people in differing circumstances. It is flexible enough to meet the needs of professionals who have been working in the field for a number of years, and it is suitable for those students who wish to pursue a graduate program immediately upon receiving the BS degree.

In addition, although an undergraduate curriculum in packaging science is preferred as preparation for the MS program, graduates from certain other disciplines can successfully pursue this program if certain basic packaging science courses are coupled with appropriate work experience.

Admission requirements

Students entering the program will have a graduate academic adviser appointed and will develop their programs of study in consultation with their adviser. They may utilize the model curriculum to complete their degree requirements, or may propose alternative course work. All programs must be consistent with the general outline of the model curriculum, and have advisory approval. In instances where the student has insufficient academic or practical preparation to study packaging at the graduate level, he or she will work out an appropriate program to correct such deficiency, generally by completing the following undergraduate courses: Packaging Principles, Materials I, Materials II, Rigid Containers, Flexible Containers, Production Systems, Packaging for Distribution, Packaging for Marketing, and / or Shock and Vibration. These courses may not be used for credit toward the MS degree.

Further, a basic competence in statistics and basic computer literacy will be assumed. Applicants for graduate study may satisfy these requirements by having completed the equivalent of 0307-711 and having completed a course in computer applications. Lacking this background, applicants will be required to take 0307-711 and/or 0607-341, or equivalent course work to remedy a background deficiency.

Application for admission for graduate study in packaging will be made through the Office of Graduate Enrollment Services. Final acceptance of the candidate for graduate study will be determined by the department of packaging science. All applicants must have earned a B (3.0) average grade in their final two years of undergraduate degree work, submit transcripts of undergraduate work to the RIT Office of Graduate Enrollment Services and submit two letters of recommendation to the department of packaging science. Normally, completion of the last two years of die undergraduate degree program with a B average will serve to satisfy entrance requirements. In those cases where there may be some question of the capability of the applicant to complete this program of graduate study, he or she may be required to submit his or her scores on the Graduate Record Examination to support the candidacy.

Executive leader MS program

This intensive program consists of four two-week summer sessions and a research project. It is conducted over two consecutive summers. Candidates should be

Environmental concerns present new challenges and have increased job opportunities for packaging science graduates.

practicing packaging professionals with a minimum of five years' work experience beyond the baccalaureate degree. Admission to the executive leader MS program also requires endorsements from senior management or administrative personnel.

The structure of the program provides individuals an opportunity to obtain their advanced degree without disrupting their employment. Graduate credit is granted for life and professional experiences.

The program concentrates on the application of packaging technology to the integrated task of making and selling the company's product. Candidates are encouraged to align research project goals with current job responsibilities.

More information can be found in the executive leader brochure for packaging science.

The curriculum

The curriculum is composed of three components: packaging core courses, research, and elective credit. The MS degree program requires completion of 48 credits of graduate-level course work, as follows:

Packaging core course work
Completion of a minimum of 20 credits in graduate-level packaging courses, including 0607-701, Research Methods, and any four of the following:

0607-721   Packaging Administration
0607-731   Advanced Packaging
           Economics
0607-742   Distribution Systems
0607-750   Graduate Seminar
0607-752   The Legal Environment
0607-763   Packaging for End-Use
0607-770   Advanced Computer
           Applications
0607-783   Packaging Dynamics
0607-799   Advanced Packaging Design

Research
Students in the master's program will be required to prepare and defend a 12-credit Graduate Thesis (0607-890) completed under the supervision of their adviser. The type of research done and the area of study will be agreed upon by the student and the adviser before the student enrolls for graduate thesis credits.

Students may also elect to take up to eight credits of Independent Study (0607-798), but this may NOT be used as credit toward the 20 credits of packaging core course work.

Elective   credit
In addition to packaging core (20 credits, including Research Methods) and thesis (12 credits), each student will complete a minimum of 16 elective credits selected in consultation with the adviser to complete the degree requirement.

In general, graduate-level course work will be selected to meet degree requirements, but, in limited circumstances, where individual need indicates that it would be appropriate, a limited number of 500-level undergraduate courses (not to exceed 12 credits, in total) may be used to fulfill elective credit.

Financial aid

Scholarships and graduate assistantships are available in the department of packaging science. Information may be obtained from:

Karen L. Proctor,
Program Chair
MET/Packaging Science Dept.
Rochester Institute of Technology
78 Lomb Memorial Drive
Rochester, N.Y. 14623-5604

Hospitality and Service Management

Francis M. Domoy, *Chair*
James Jacobs, *Program Chair*

Master of Science in Hospitality–Tourism Management

The MS in hospitality-tourism management graduates professionals who can step into numerous mid-level service management and training director positions. The program is focused on service-quality training and supervision functions within the corporate setting and at postsecondary academic institutions.

The hospitality-tourism management major may be taken as a full- or part-time master's degree program. The length of time required to earn a degree varies according to the student's undergraduate preparation and the number of graduate courses taken per quarter. All students must earn a minimum of 48 quarter hours of graduate credit (36 of which must be registered through RIT) to earn the master of science degree. For full-time students, the program will require a minimum of four quarters of study at the graduate level. Part-time students generally will require seven or eight quarters of study at the graduate level.

The curriculum

The curriculum is a combination of a required core in service-quality management plus concentration courses. It also contains elective courses appropriate for the candidate's background and interests and either a research thesis or a graduate project. Course offerings are generally scheduled on evenings or weekends as well as during the summer months to facilitate part-time students.

Program requirements

The MS in hospitality-tourism management program shares several of the same core courses used in the MS in service management. These courses introduce the major concepts associated with all aspects of service management, whether they are applied specifically to the hospitality-tourism industries or to the wider service amalgam. This commonality becomes even more evident when the nature of the concepts is depicted. Among the general concepts investigated are *service strategy formulation and delivery* (building customer loyalty, customer complaints and recovery, managing for productivity gains, managing variable supply and demand), *customer-focused research* (determining customer requirements, developing reliable customer satisfaction instruments) and *human resource issues* (selection, training, recognition and rewards, teamwork and assessing corporate culture).

The core courses facilitate the paradigm shift from manufacturing to service and move the focus from traditional organizational structures to an organization where employees must provide several functions, sometimes simultaneously. This multifunctional approach provides a new avenue by which to examine service organizations and to explore such issues as empowerment, teamwork, horizontal management and corporate cultures.

0625-750	Elements of Service Management: A Systems Approach
0624-770	Service Leadership: Examining & Implementing Change
0625-791	Foundations of Applied Social & Managerial Research
0624-825	Strategic Process of Service Firms

Each course not only introduces the service philosophy but also examines the real differences in hospitality-service management outcomes necessitated by the adoption of the new paradigm. In so doing, these courses set the stage for the professional "cluster" courses.

The Foundations of Applied Social and Managerial Research core course provides a logical path for the student who is developing a research proposal. Among the elements discussed are problem statement, purpose and significance, hypothesis and assumptions, scope and limitations, methodology and the nature of research, procedures (sampling, developing research instruments, analysis) and literature review. These concepts are applicable to both hospitality-tourism and service management.

Each of the 12 professional "cluster" courses focuses on specific industry issues and applications:

0624-823	Strategic Environment of the Hospitality-Tourism Industry
0624-826	Tourism Policy Analysis
0624-827	Technology Transfer in Hospitality-Tourism Industries
0624-828	Meeting Planning Management
0624-835	Planning & Marketing of Health Care Related Services
0625-842	Customer Relationship Management
0625-844	Breakthrough Thinking
0625-846	Service Leadership Futures
0624-867	Tourism Planning & Development
0624-868	Legal Issues & Evaluation of Events

Elective courses provide students with an opportunity to individualize their graduate programs in line with their career and professional interests. Students are allowed a selection of courses from hospitality and service management; the College of Business; human resource development; instructional technology; the College of Engineering; and the department of information technology. However, students are cautioned to observe course prerequisites in their selections.

Of the eight to 12 hours of electives, students are relatively free to select courses that they feel best meet their needs. The only limitations are that:
- all courses must be graduate level
- a maximum of 12 graduate quarter hours may be transferred from another university
- a maximum of eight graduate quarter hours may be taken in independent study or practicum courses

Master's thesis/project

A thesis or project is required of all candidates. Thesis topics should complement the candidate's undergraduate training, career experiences and graduate interests. The thesis is by nature a formal research document that reflects the candidate's professional preparation.

Projects are, by nature of an applied research genre, a reflection of the student's ability to utilize professional modeling and forecasting techniques to explain decision making within the hospitality-tourism industry.

The graduate faculty, in addition to the director of the program, can aid the candidate in selecting a relevant thesis topic.

Admission requirements

Prior to admission to the master of science degree program, applicants must illustrate to the chairman of the program that their previous training, ability, practical experience and education indicate a reasonable chance of success. Applicants may be admitted who hold a baccalaureate degree from an accredited institution. They must have undergraduate GPAs of 3.0 or higher. The complete admission requirements are:

- graduate application
- earned baccalaureate degree
- official undergraduate transcript(s)
- two professional recommendations
- an on-campus interview (when possible)
- undergraduate GPA of 3.0 or higher (a GPA of 2.75 will be considered if applicant has superior recommendations; length of time since the candidate's college graduation also will be considered)
- foundation course work that is 3.0 or higher (if required)
- Test of English as a Foreign Language (TOEFL) of 550 paper based or 213 computer based (international students) All international students will take the Michigan Test unless approved otherwise.

Students who already are qualified for one or more required courses may substitute other course work with the permission of the chair of the program. Students whose prior undergraduate work was in areas other than hospitality-tourism may be required to complete additional courses, after a review of their work by the chair of the program. The student may choose elective courses with the approval of the chair of the program.

Financial aid

Scholarships and graduate assistantships are available in hospitality and service management. Information may be obtained from:

> Graduate Programs
> Hospitality and Service
>   Management
> Rochester Institute of Technology
> 14 Lomb Memorial Drive
> Rochester, N.Y. 14623-5604
> 585-475-5062

Accelerated Program

Executive leader MS program

This is an intensive program consisting of four two-week summer sessions conducted over the span of two summers and an independent research project conducted over the span of two summers. It emphasizes the strategic dimensions of service quality, policy analysis and executive performance within the context of the service economy. It is designed to enhance the continued life-long learning and career development of executives and mid-level hospitality professionals without disruption of employment. Graduate credit is granted for life and management experiences.

The executive leader MS program is offered to service management practitioners who have a minimum of five years' experience beyond the baccalaureate. Certification through various professional associations (such as CFE, CFP, CCM, CCTE, CHA, CTC, CTP, CMP) is accepted as documentation of professional commitment. Endorsements from senior management and administrators are preferred.

Master of Science in Service Management

This program fills an emerging need in the many service businesses and industries that focus on customer satisfaction. Such businesses will find this program in tune with their educational and training investments. Attention is focused on the management interface between the customer and the service provider. Problems in such areas as measuring customer satisfaction, empowering front-line employees, developing a teamwork environment, benchmarking, etc., require the employee to be skilled in different analytical techniques. This program gives individual students access to the interdisciplinary expertise of a technological university.

The program is flexible: four core courses (16 credit hours) are required. The choice of professional electives from a wide array of disciplines (computer science-information technology, quality and applied statistics, business and others) responds to individual student needs.

Both full- and part-time study are allowed. Courses are offered in the evening and on weekends. Full-time students may complete the MS program within one calendar year (four academic quarters). The program also is offered in the executive leader format

Graduate students in service management learn management, customer satisfaction and quality skills as they pertain to the rapidly growing service industry.

(four two-week sessions delivered over two summers).

This is a broad-based and cross-disciplinary program. Careful selection of courses can provide unique educational preparation for individuals in varying service industries. An individualized professional concentration might include courses from instructional technology, human resource development, computer science, information technology and the College of Business's MBA program, or the student may choose to earn a graduate certificate in statistical quality through the Center for Quality and Applied Statistics in the College of Engineering.

The "research capstone" of the program may be guided under the mentorship of faculty in the various disciplines represented in the professional concentration.

Most individuals working in service-based industries will find no need to take "bridge" courses, regardless of their undergraduate preparation.

Curriculum requirements

The service management program includes a minimum of 48 quarter credit hours of graduate credit (36 of which must be registered through RIT) and can be completed in four full-time quarters or in seven to eight part-time quarters. The basic curriculum is a combination of required core, professional concentration and elective courses that will satisfy the student's individual needs. Students who already are qualified for one or more required courses may substitute other course work with the permission of the program chair. Students whose prior undergraduate work was not in the service industries field may be required to complete additional courses and/or a cooperative educational experience. This will be determined after a review of their work by the program chair. A thesis or final project is also required for all students.

The student may choose elective courses with the approval of the program chair. Electives may be selected from within hospitality and service management, from RIT's College of Business, the department of instructional technology, human resource development, and information technology. Of the possible six to 12 hours of electives, students are relatively free to select courses they feel best meet their needs. The only limitations are:

- all courses must be graduate level
- all course prerequisites must be met
- a maximum of 12 graduate quarter credit hours may be transferred from outside RIT
- a maximum of eight graduate quarter credit hours may be taken in independent study or practicum courses

Note: Students matriculated in RIT's

MBA program may use service management courses offered through hospitality/tourism management and service management programs as a concentration within their degree program.

Required core courses
(18 credits)   Credits

		Credits
0625-750	Elements of Service Management: A Systems Approach	4
0624-770	Service Leadership: Examining & Implementing Change	4
0624-825	Strategic Process of Service Firms	2
0625-791	Foundations of Applied Social & Managerial Research	2

Professional concentration
(16-18 credits)

Hospitality and Service Management   Credits

		Credits
0625-841	Benchmarking & the Process of Continuous Improvement	4
0625-842	Customer Relationship Management	4
0625-843	Empowered Teams: Self-Directed Work Groups	4
0625-844	Breakthrough Thinking	4
0625-845	Relationship Management in Service Firms	4
0625-846	Service Leadership Futures	4
0625-847	Reengineering Service Environments	4
0625-849	Service Quality Self-Assessment Processes	4

Instructional Technology

0627-735	Theories of Adult Learning	4
0627-755	Criterion Reference Instruction I	4
0627-756	Criterion Reference Instruction II	4

Human Resource Management

0626-710	Theories of Organizational Development	4
0626-720	Theories of Career Development	4
0626-730	Theories of Human Resource Development	4

Information Technology

0602-718	Current Themes in Information Technology	4
0602-733	Fundamentals of Telecommunications	4
0602-741	Fundamentals of Web-Based Multimedia	4
0602-745	Theories of Interactive Computing	4

College of Business   Credits

0102-763	Behavioral Skills in Total Quality	4
0106-745	Quality Control & Improvement	4

(Prerequisites or approval of the associate dean of Graduate Studies, College of Business, may be required.)

College of Engineering—Center for Quality and Applied Statistics

Graduate Certificate in Statistical Quality   Credits

0307-721	Statistical Quality Control I	3
0307-731	Statistical Quality Control II	3
0307-781	Quality Management	3
0307-782	Quality Engineering	3
0307-801	Design of Experiments I	3
0307-802	Design of Experiments II	3

Facilities and equipment

- Computers: dedicated access to 17 advanced American Airlines SABRE reservation terminals; 20 dedicated Dell computers tied to both LAN and RIT's VAX system.
- Applied software packages: business application software such as MS Office, WordPerfect; database programs such as MSAcces and FoxPro, spreadsheet programs such as Lotus 1-2-3 and Excel; graphics programs, including Harvard Graphics, FreeLance, WordPerfect Presentation, and PowerPoint; as well as service research application packages such as SurveyPro, Survey Tracker (including the Customer Service, Strategic Planning, Market Strength, Malcolm Baldrige, Food Services, and Lodging Resort modules); and AllClear and ABC Flow-Chart programs. RIT also maintains X-SPSS, Minitab and SAS on its VAX cluster.

Admission requirements

Prior to being admitted to the master of science degree program, applicants must illustrate the program chairperson that their previous training, ability, practical experience and education indicate a reasonable chance of success. The complete list of admission requirements includes:

- graduate application
- baccalaureate degree or equivalent from an accredited institution
- Graduate Record Examination or Miller Analogies Test
- official undergraduate transcript(s)
- two professional recommendations
- an on-campus interview (when possible)
- undergraduate GPA of 3.0 or higher (a GPA of 2.75 will be considered, given superior recommendations, GRE or MAT scores and length of time since the candidate's college graduation)
- foundation course work with grades of 3.0 or higher (if required)
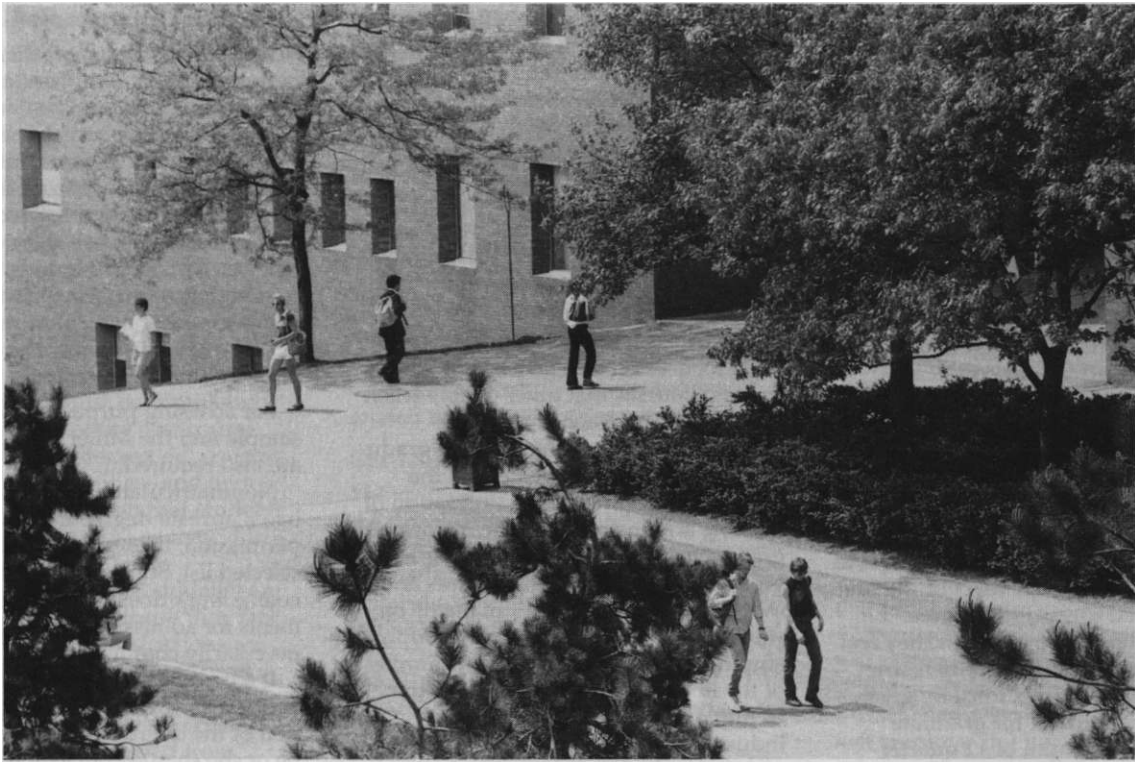
You don't need to race across campus for your next class: at RIT, most of the academic buildings are in very close proximity.

- Test of English as a Foreign Language (TOEFL) score of at least 550 paper based or 213 computer based for international students. All international students will take the Michigan Test at entry unless approved otherwise.

Faculty

All faculty in the master's degree program are experienced at preparing individuals for current career opportunities. They are accessible to students for individual guidance, and their ongoing participation as professional consultants and researchers allows them to integrate the latest technical innovations into their classes.

Master of Science in Human Resource Development

Dianne Mau, *Program Chair*

Human resource development today

The mission of this program is to provide education, training, research, and consultation for human resource development.

Primary activities center on the MS-HRD program, which is characterized by a philosophy of pragmatism, theoretical foundations in the social sciences and mastery of relevant technologies and human productivity methodologies.

Human resource development is the integrated use of training and development, organization development, and

career development to improve individual, group and organizational productivity and effectiveness.

The program

The human resource development program is a 48-quarter-credit-hour program with four major curriculum components: career development, organization development, human resource development and human resource management. Students have the option of concentrating in a specific area or developing a broad program that best meets their interests or needs.

The HRD internship is designed to assist students in accomplishing three objectives: to gain on-the-job professional experience in the HR field; to become acquainted with the daily HR work challenges and strategies used to resolve these; and to develop professional contacts and build experience-based credentials, which will enable the student to find professional employment upon graduation.

Classes are offered in the evenings, on Saturdays and online.

Executive leader option

This option, designed for HRD professionals with at least five years' experience, differs from the traditional program in the following ways:
- a portfolio is required and evaluated for up to 12 hours of credit

- classes are offered in an accelerated format using two-week blocks each summer

Admission requirements

Admission requirements for the master of science degree include:
- successful completion of the baccalaureate degree at an accredited college or university
- a cumulative grade point average of 3.0 or above or evidence of relevant professional performance
- two letters of reference
- a writing sample designated by the department
- TOEFL 570 (paper); 230 (computer)
- an oral presentationt
- an interview with program faculty

fhlot required for executive leader

Required for executive leader option:
- a portfolio
- five years of professional experience in HRD or related field

All credentials must be submitted and reviewed by the faculty prior to the completion of 12 quarter credit hours of graduate work in the program.

Application forms are available from the Office of Graduate Enrollment Services, or call 585-475-5062 for further information.

Financial aid

In addition to the assistance available through the Financial Aid Office (585-475-2186), the department awards some aid through scholarships. For more information, contact the HRD department (585-475-5062). Only matriculated students are eligible for scholarships.

Degree requirements

The degree requires completion of a minimum of 48 quarter credit hours at the graduate level. The degree can usually be completed in four consecutive quarters. However, the majority of students attend part time and take from two to four years to complete the degree work. Executive leaders who have 12 credits for their portfolios can complete the degree in five quarters. Students must maintain a B average and complete the degree within seven years of the first course counted toward the degree.

Students choose the electives they feel best meet their needs. The only restrictions are that all courses must be graduate level or approved for graduate credit, and a maximum of 12 quarter credit hours (not counted toward another degree) may be transferred from another college or university.

Upon matriculation each student is assigned an adviser, and the student and adviser develop a plan of study. For specific questions about courses and a plan of study, the adviser or program chair should be consulted.

Required Core Courses
Empirical Methods in HRD*
Applied Data Analysis in HRD
Internship

*Choose three of six:**
Theories of Organizational Development
Theories of Career Development
Theories of Human Resource
   Development
Human Resource Management I
Human Resource Management II
Human Resource Management III

'Required by traditional program, not executive leader option

Elective/Technique   Courses
Planning & Evaluation in
   Organizational Dev.
Practice of Consultation in
   Organizational Dev.
Career Counseling Techniques
Group Leadership Skills
Design & Delivery of Training
Needs Assessment & Proposal Dev.
Organizational Wellness
Assessment & Measurements
HR in Total Quality Cultures
Human Resource Planning
Global Aspects Human Resources
Human Resource Information Systems

Note: 48 credit hours for MS degree; courses may be taken in other graduate-level programs at RIT and other institutions with permission of adviser.

Instructional Technology
Master of Science in Instructional Technology

C. *J. Wallington,* *Program Chair*

The RIT instructional technology program focuses on instructional design—creating courses that other people teach or that need no teacher. For three decades instructional technology graduates have found employment in the design, development, and evaluation of training and instruction. The majority of graduates hold jobs in medium or large organizations, usually in business and industry. There they work in teams on ways to develop training and to improve employee performance. Some examples of the linkage between the instructional technology program and business and industry are:

- ongoing feedback from training and performance technology professionals
- Mager Associates' courses in Criterion Referenced Instruction, Instructional Module Development, Training the Training Manager, and Instructor-Led Training
- continuing communication with program graduates to keep abreast of best practices in training and performance technology

Instructional technology supports training and performance improvement through highly structured, carefully designed and tested materials and performance support tools. Instructional technology differs from information technology and computer tools by *focusing on individual and group performance rather than on computers.*

The instructional technology program *does* offer courses in computer-assisted instruction, but the emphasis is on the learner rather than on media—an approach that contributes to our graduates' employability. To broaden their experience with delivery systems, instructional technology students experience a range of courses from completely modular and self paced to working in interactive groups.

In short, the program prepares its graduates to develop ways for working adults to improve job performance—especially through training in technical, professional and managerial fields.

Admission requirements

Admission decisions for the human performance development and training program are based on:
- a review of the baccalaureate degree and any other degrees or course work
- letters of reference from academic advisers or major professors and from supervisors or managers
- a description of previous work experience (usually a r6sum6)
- a personal statement of work or career goals and how the degree can contribute to those goals.

For advising purposes, a writing sample and the Miller Analogies Test are also required.

Nonmatriculated students who have a baccalaureate degree may, with prior permission, take two courses from a selected list. Successful completion of any course work does not change the requirements for admission nor are those courses necessarily counted toward the degree.

If a prospective student has questions about the program, job prospects or relation of the degree to any personal goals, he or she should contact the program chair for additional information and possibly an interview—either in person or by telephone. Graduate application forms are available from the Office of Graduate Enrollment Services or Hospitality and Service Management, College of Applied Science and Technology.

Prerequisite skills

Two sets of skills are required of every graduate—basic computer skills and basic statistical skills. Basic computer skills include using basic software tools (word processors, spreadsheets, databases). Students may show proof of these skills through previous courses or through work experience.

Skill requirements in basic (descriptive) statistics can be met through previous courses or through experience. RIT offers several graduate courses that will meet the requirement and can be counted toward the degree.

Financial aid

Financial assistance is available through the following sources:
- RIT Financial Aid Office: 585-475-2186
- Human performance development and training program: 585-475-2893

Each has a different form of assistance and source of funding. For more information, contact *each* source above. For a general overview of financial assistance, write to:
   Instructional Technology Program
   Rochester Institute of Technology
   14 Lomb Memorial Drive
   Rochester, NY 14623-5604.

Degree requirements

The degree requires a minimum of 48 quarter credit hours at the graduate level. Twenty-six of the 48 hours are seven core courses required for *all* students. In addition, every student must complete an instructional development project that can serve as part of a portfolio for prospective employers. The degree can be completed in three or four consecutive quarters *if the* student starts in the fall quarter. The majority of students attend part time and take from two to four years to complete the degree work. The degree must be completed within seven years of the first course counted toward the degree. All courses are offered in the evening—and occasionally on Saturdays—so that students may work in the daytime as they take courses.

Of the 26 elective hours, students are relatively free to choose those they feel best meet their needs. Restrictions are:
- all courses must be graduate level
- a maximum of nine quarter credit hours (not counted toward another degree) may be transferred from another college or university
- a maximum of 16 hours may be taken outside the instructional technology program
- a maximum of 12 hours may be taken in special projects, independent study or internship courses

Each student has an adviser with whom a course plan should be developed to best suit the student's career and graduation requirements.

While the student has some liberty to choose course sequence, careful attention should be given to course prerequisites. A good rule-of-thumb is to take 0627-735, 755, and 756 within the first 20 hours of course work in order to prepare for 0627-771, 772, and 773 (the instructional development sequence). For answers to specific questions, the student should contact his or her adviser.

Required core courses
(26 credits)   **Credits**

0627-721	Evaluation of Training	4
0627-735	Theories of Adult Learning	4
0627-755	Criterion-Referenced Instruction 1	3
0627-756	Criterion-Referenced Instruction 2	3
0627-771	Instructional Development 1	4
0627-772	Instructional Development 2	4
0627-773	Instructional Development 3	4

Advanced Certificate in Senior Living Management

RIT now offers an advanced certificate in senior living management to help address the significant shortage of trained managers of senior living facilities. The four-course graduate certificate allows those with diverse backgrounds in health care, hospitality, or other related or often unrelated areas to gain necessary skills to excel as managers in this new industry which is experiencing exponential growth. Few U.S. universities offer a separate curriculum or even courses related to senior living management.

Curriculum

The courses in this four-course certificate are drawn from three disciplines housed in HSA: service management, health systems administration, and human resources development.

0625-810	Senior Living Management
0635-710	Integrated Health Systems
0635-815	Finance for Operations
0626-892	Global Human Resources

Admission requirements

The certificate is open to students qualified for and meeting the requirements for graduate study. Certificate courses are introductory graduate courses in each area and thus require no prerequisite coursework. The certificate may be completed as a stand-alone credential. It may also serve as an entry point for the MS programs housed in HSA including service management, health systems administration, human resources development, and instructional technology or to fulfill the requirements for a professional concentration in the cross-disciplinary professional studies MS program. Qualified students may use individual courses or the certificate within other RIT graduate programs with the appropriate approvals.

Master of Science in Health Systems Administration

William Walence, *Program Chair*

The health systems administration program is designed to meet the needs and demands of professionals desiring a degree specific to the health care field. It is designed for working health care administrators, clinicians and support personnel in health care organizations, and anyone desiring a career move into the health care environment.

One of the program's advantages is that it can be pursued while working full time. In addition, thesis and internship options allow a wide range of personal choice in designing a program to fit specific academic and career needs. Employing a leading-edge, systems approach to health care administration,

the program capitalizes on RIT's experience and skill in delivering creative academic offerings through advanced technological means to distance learners.

As a focal point in the debate over health care costs and provision, Rochester has gained a national reputation for affordable, high-quality health care services. The Rochester community possesses an enviable array of talented health care administrators and care givers—many of whom are also faculty in the program and whose expertise is invaluable.

The program meets students' needs by taking a value-added, continuous improvement approach to program development and maintenance. Its guiding principles operate in the context of a socially conscious world view:
- it is responsive to evolving trends in health care and management
- it provides an integrated systems approach to health care
- it possesses a balance of quantitative and qualitative content
- it teaches useful skills
- it employs and imparts innovative technology
- it fosters lifelong learning.

The program

Health systems administration is a 57-quarter-credit-hour distance learning program. The program can be completed on a part- or full-time basis.

Each fall, four courses (Integrated Health Systems, HS Administration, HS Operations and Finance, Statistical Concepts) meet one half day each for optional on-campus sessions. These sessions provide students and instructors an opportunity to meet one another as well as familiarize themselves with RIT.

Attendance at the fall sessions is not required for MS students. Those who choose not to attend will be provided all of the materials and tapes from the one-day sessions. Students should feel free to attend if their schedules permit.

The schedule for the 2001 optional sessions can be found at our program Web site: www.rit.edu/~hsawww.

Teaching methodologies include computer networking, video lectures and seminars, audio-taped lectures and discussions, and teleconferences.

Admission requirements

Admission requirements for the master of science degree include:
- successful completion of the baccalaureate degree at a regionally accredited college or university
- A cumulative grade point average of 3.0 or above on a 4.0 scale or superior endorsement and more than three years' management work experience

Typical sequence of courses for part-time study

Year 1			
Summer Quarter	Fall Quarter	Winter Quarter	Spring Quarter
	• Statistical Concepts • Integrated HS	• Quality Mgmt. forHS • Preventive Epidemiology	• Info. Systems for Health Administrators • HS Policy and Law
Year 2			
Elective* Elective*	• HS Admin. • Finance for Operations	• HS Economics & Finance • Elective	• HS Issues • HS Strategic Planning

• letters of reference from two individuals who have recently functioned as the applicant's supervisors
• official undergraduate and, if applicable, graduate transcripts
• three or more years' experience in a health care or health-related organization or business environment as either a clinician or manager. (An internship in a health care organization is required for those who lack such experience.)
• telephone interview with health systems administration faculty member
  All credentials must be submitted and reviewed by the faculty prior to the completion of 12 quarter credit hours of graduate work in the program. Go to www.rit.edu/healthsystems for further information.

Financial assistance
Assistance may be available through the RIT Financial Aid Office (585-475-2186).

Degree requirements
The degree requires completion of a minimum of 57 quarter credit hours at the graduate level. The program can usually be completed in 21 months, and program requirements must be met within seven years of the date of the oldest course counted toward the student's program. Students must maintain a 3.0 (B) average and must complete a thesis or other appropriate research or comparable professional achievement.

   Upon matriculation each student is assigned an adviser, and together they develop a plan of study. For specific questions about courses and a plan of study, the adviser or department chair should be consulted. Call William Walence at 585-475-7359.

Curriculum
The following themes link courses and pervade the curriculum: ethics and social responsibility, systems perspective, communication skills, managing change, quality and computer literacy.

Required   courses
Statistical Concepts or Introduction to Statistics
Integrated Health Care Systems
Preventive Epidemiology
Information Systems for Health Administrators
Quality Management for Health Systems
Health Systems Policy & Law
Finance for Health Systems Operations
Health Systems Economics & Finance
Health Systems Planning
Health Systems Administration
Health Systems Issues

Electives
Health Information Resources
International Health
Culture & Leadership
Managed Care
Long Term Care

Additional   credit   options
(12 credit hours required from elective courses, thesis or internship)

Advanced Certificates in Health Administration

RIT now offers two new advanced certificates in health systems administration. Each consists of four graduate courses and can be taken via distance learning (computer networking, videos, audios). Students do not need to come to campus to take these courses.

   The courses for these certificates are the same as those in the master of science degree in health systems administration. The faculty and resources for these courses are the same as those for the MS degree. The courses can be applied to the MS degree at a later date if desired.

Advanced certificate in integrated health systems

	Credits
Integrated Health Systems	4
Health Systems Administration	4
Information Systems for Health Administrators	4
Elective	4
Advanced Certificate Total	**16**

Advanced certificate in health systems finance

	Credits
Finance for Operations	4
Health Systems Economics & Finance	4
Managed Care	4
Elective	4
Advanced Certificate Total	**16**

Admission requirements
Admission requirements for an advanced certificate program are the same as those for the MS in health systems administration:
• BS or BA degree from an accredited college or university, in health care or business
• a 3.0 grade point average (GPA) on a 4.0 scale
• three years of work experience. If you do not have health care work experience, you may be required to take an additional course, Survey of Health Systems, to gain foundation knowledge.

The Center for Multidisciplinary Studies

James Myers, Director

Master of Science in Cross–Disciplinary Professional Studies

The cross-disciplinary professional studies program is specifically designed to enable the mature learner to fashion a customized plan of graduate study tailored to his or her personal and professional goals. This degree offers an opportunity to draw on more than 50 RIT graduate programs—for example, interactive media design, human resource development, graphic design, information technology and health systems administration—in order to gain the advanced knowledge and skills necessary to respond successfully to new and emerging career opportunities. The degree is completed with a practical, hands-on project directly related to the student's individualized plan of study. The cross-disciplinary professional studies master's degree with certain concentrations can also be pursued through distance learning.

The program

The master of science in cross-disciplinary professional studies requires completion of 48 quarter credit hours as specified in an individualized plan of study consisting of two or three professional concentrations. Each concentration consists of three to four courses drawn from an existing RIT graduate program. Graduate credits earned in other programs can be used in completing a concentration. Certain concentrations can be completed with distance delivered courses, including:

- applied statistics
- organizational development
- environmental management
- health systems administration
- information technology
- product and production systems design
- technical information design
- other distance-delivered concentrations as they become available.

Besides course work in two or three concentrations, there are two required courses. Credit hours not required in a student's concentrations can be used for electives. For further information or advising, call Dr. Richard Morales at 585-475-2234.

Required courses

Context and Trends (4 credits)
This course introduces students to interdisciplinary thinking, personal self-assessment, problem solving and research techniques using electronic information resources.

The Capstone Project (4 credits)
This course is a supervised, hands-on experience in which students apply the skills and knowledge developed through their individualized plans of study and conclude with oral and written presentations.

The following examples are illustrations of the cross-disciplinary professional studies format. Many other combinations are possible.

Examples: Cross–Disciplinary Professional Studies

Plan of Study Example 1: Cross-Disciplinary Professional Studies with Two Professional Concentrations

		Credits
0699	Context & Trends	4

CONCENTRATION A:
MANAGEMENT

0102	Organizational Behavior & Leadership	4
0102	Leading a Quality Organization	4
0102	Business & Society	4
0102	International Management	4

CONCENTRATION B:
ORGANIZATIONAL DEVELOPMENT

0626	Needs Assessment	3
0626	Theory of Organizational Development	3
0626	Planning & Evaluation in Organizational Development	3
0626	Organization Restructuring	3

ELECTIVES

0307	Quality Management	4
0625	Elements of Service Management	4
0625	Organizational Strategies of Service Firms	4
0699	Capstone Project	4
	Total	**48**

Example 2: Cross Disciplinary Professional Studies with Three Professional Concentrations

		Credits
0699	Context & Trends	4

CONCENTRATION A: INTERACTIVE
MULTIMEDIA DEVELOPMENT

0604	Fundamentals of Interactive Multimedia Development	4
0604	Interactive Multimedia Development	4
0604	Programming for Interactive Multimedia	4
0604	Interactive Multimedia Project	4

CONCENTRATION B:
GRAPHIC ARTS TECHNOLOGY

2081	Trends in Printing Technology	4
2081	Computer-Aided Printing Design & Copy	4
2081	Markets for Electronic Publishing	4

CONCENTRATION C:
MANAGEMENT OF TECHNOLOGY

0102	Introduction to Technology Management	4
0102	Strategic & Global Factors in the Management of Technology	4
0102	Managing a High-Tech Organization	4
0699	Capstone Project	4
	Total	**48**

Admission requirements

The program is especially suitable for individuals with career experience who can define the skills and knowledge they wish to obtain through graduate study. Admission requirements include:

- successful completion of a baccalaureate degree at a regionally accredited college or university
- an undergraduate cumulative grade point average of 3.0 or better on a 4.0 scale or superior endorsements and more than three years of management experience
- three to five years full-time work experience

- letters of reference from two individuals who have served recently as either the applicant's supervisors or instructors
- a statement of career objectives and description of the skills and knowledge sought through graduate study
- a proposed plan of study to be developed with the program chair.

International students must submit the results of the Test of English as a Foreign Language (minimum score of 550) as part of the application process. The TOEFL requirement is waived for native speakers of English or those submitting educational transcripts and diplomas from American colleges and universities.

All applicants are urged to discuss their plans with the cross-disciplinary professional studies program adviser before making formal application.

Financial assistance

Assistance may be available through the RIT Financial Aid Office (585-475-2186) and the Office of Graduate Enrollment Services. Financial Aid reviews eligibility for loans, and the Office of Graduate Enrollment Services offers scholarships.

Advanced Certificate in Technical Information Design

The curriculum

Technical information design is a growing multidisciplinary communication field that requires understanding and skills in the development and use of text, graphic design, multimedia, and other techniques to enhance contemporary technical communication. Success in this field demands that the practitioner have superior writing skills, adeptness at selecting and using available and emerging media, and the ability to recognize excellence in the visual aspects of communication design. This program focuses on the information designer's use of technology to create documentation and to deliver information to the intended audience.

Required courses

0604-741	Fundamentals of Web-Based Multimedia	4
0688-711	Technical Information Design	4
0688-731	Technical Procedures	4
0688-741	Usability Design & Testing	4

These core courses are available through distance education. In addition, students are required to complete a minimum of seven elective credits chosen with the approval of their program adviser.

Elective   courses

0604-730	Interactive Media Implementation	4
0604-745	Theories in Interactive Computing	4
0688-721	Creating Technical Proposals	4
0688-732	Managing Technical & Scientific Communication	3
2081-723	Contemporary Publishing	4
2081-742	Document Processing Languages	4
2081-743	Markets for Electronic Publishing	4
2081-744	Introduction to Multimedia Publishing	4

Many of these electives are available through distance education.

Admission requirements

Certificate applicants should have a baccalaureate or equivalent degree from an accredited institution and a minimum cumulative grade point average of 3.0 (B). Students with lower grade point averages may take courses on a non-matriculated basis and be admitted after successful completion of two or more courses and permission of the program chairperson. Two professional recommendations also must be submitted.

Applicants whose native language is other than English must take the TOEFL examination. A score of at least 550 is required. Students with a lower score may be admitted conditionally and will take a prescribed program in English along with a reduced program course load.

Students entering this program are also expected to have basic skills in technical writing and editing and technical document design.

Graduate Faculty College of Applied Science and Technology

Wiley R. McKinzie, MS, State University of New York at Buffalo—Dean; Professor
Linda A. Tolan, BS, State University of New York College at Geneseo; MS, Rochester Institute of Technology—Associate Dean; Associate Professor

Department of Civil Engineering Technology, Environmental Management and Safety

Abi Aghayere, BS, University of Lagos; MS, Massachusetts Institute of Technology; Ph.D., University of Alberta; PE—Assistant Professor
G. Todd Dunn, BS, Dartmouth College; MSCE, University of California; PE—Associate Professor
Robert H. Easton, BS, U.S. Military Academy; MSCE, Iowa State University; PE—Professor
Joshua Goldowitz, BS, State University of New York at Binghamton; MS, University of Arizona—Associate Professor
William C. **Larsen,** BS, MSCE, Dartmouth College; PE—Associate Professor
Robert E. McGrath Jr., BCE, Rensselaer Polytechnic Institute; MSCE, Syracuse University; PE—Professor Emeritus
John Morelli, BS, Syracuse University; MS, Ph.D., State University of New York College of Environmental Science and Forestry—Associate Professor
Mark Piterman, MCE, Odessa Marine Engineers Institute—Professor Emeritus
Joseph M. Rosenbeck, BS, MS, Central Missouri State University—Program Coordinator; Associate Professor
Maureen S. **Valentine,** BSCE, Tufts University; MCE, Virginia Polytechnic Institute; PE—Chairman, Civil Engineering Technology, Environmental Management and Safety; Associate Professor
Jennifer Wadhams, BS, Roberts Wesleyan College; MS, University of Rochester—Assistant Professor

Scott B. Wolcott, AAS, State University of New York, Canton; BS, MS, State University of New York at Buffalo; PE—Assistant Professor

Adjunct Faculty—Environmental Management and Technology

Michael Chambers, BS, Clarkson University
Maria Csutora, Ph.D., Budapest University of Economic Sciences
Twyla Cummings, Ph.D., The Union Institute
Libby Ford, MS, University of Notre Dame
Jacqueline Fox, MS, University of Rochester
Deborah Gordon, MS, University of Rochester
Wayne Loomis, MS, University of Rochester
Jean McCreary, JD, University of Florida School of Law
Edward Mullen, BS, Clarkson University
David Richardson, MPH, University of Michigan
George Thomas, MS, Johns Hopkins University

Department of Manufacturing and Mechanical Engineering Technology/Packaging Science

Ronald F. **Amberger,** BME, Rensselaer Polytechnic Institute; ME, Pennsylvania State University; PE—Professor
Louis B. Gennaro, BS, U.S. Military Academy; MS, Northeastern University—Professor

Daniel L. Goodwin, BS, MS, Ph.D., Michigan State University—Chairman; Professor
Martin Gordon, BSME, MSME, MBA, State University of New York at Buffalo—Assistant Professor
Deanna M. Jacobs, BS, State University of New York College at Plattsburgh; MA, State University of New York College at Geneseo; MS, Rochester Institute of Technology—Associate Professor
Daniel Johnson, BS, MS, Rochester Institute of Technology—Assistant Professor
Guy Johnson, BS, Pennsylvania State; MS, Syracuse University—Professor
Seung **Kim,** BS, Hanyang University; MS, Ph.D., University of Illinois—Assistant Professor
Ti-Lin Liu, MS, Tsinghua University—Associate Professor
Carl A. **Lundgren,** BS, Rensselaer Polytechnic Institute; MBA, University of Rochester—Professor
Robert A. **Merrill,** BS, Clarkson College; MS, Northeastern University; PE—Professor
Karen L. Proctor, BS, Michigan State University; MBA, Rochester Institute of Technology—Associate Professor
S. Manian Ramkumar, BE, PSG, College of Technology-Bharathiar; ME, Rochester Institute of Technology—Associate Professor; Graduate Program Adviser
Maria Rubino, BS, Kutztown State University; MS, Michigan State University; Ph.D., University of Manitoba—Assistant Professor
Elizabeth A. **Scholle,** BSE, University of Pittsburgh; MS, Ph.D., University of Illinois; EIT Professional Certification—Assistant Professor

James F. Scudder, BME, Cornell University; PE—Assistant Professor
John A. **Stratton,** MS, Rensselaer Polytechnic Institute—Department Chair; Professor
Fritz J. Yambrach, BS, Michigan State University, BS, MBA, Utah State University—Associate Professor

Adjunct Faculty—Packaging Science
Edward A. **Colombo,** BS, St. Peters College; Ph.D., Brooklyn Polytechnic Institute
Craig E. Densmore, BS, MS, Rochester Institute of Technology
Carl F. M. deWinter, BS, MS, Katholicke Universiteit Lennen

Robert Ferraro, BS, US Naval Academy; MS, George Washington University; MBA, Rochester Institute of Technology
James W. **Jacobs Jr.,** MS, Troy State University; Ph.D., University of Buffalo
Stephen R. Pierce, BS, MS, Michigan State University
Dennis Young, BS, Michigan State University—Dennis Young and Associates, Inc.

Hospitality and Service Management

Francis M. Domoy, BS, MA, State University of New York at Buffalo; Ph.D., Michigan State University—Chair; Professor
Stanley Bissell, BA, Ohio Wesleyan University; MA, University of Auckland, New Zealand; MLS, State University of New York College at Geneseo—Associate Professor
David Crumb, BS, Florida State University; MBA, Michigan State University—Assistant Professor

Barbara Cerio Iocca, RD, BS, M.Ed., State University of New York at Buffalo—Associate Professor

James Jacobs, MS, Troy State University; Ph.D., State University of New York at Buffalo—Graduate Chair; Associate Professor

Elizabeth Kmiecinski, RD, BS, Ohio State University; MS, University of Kentucky—Assistant Professor

Dianne C. **Mau,** BS, Rochester Institute of Technology; MS, State University of New York College at Brockport—Graduate Program Chair

Warren Sackler, BA, Michigan State University; MA, New York University—Associate Professor

Edward Steffens, BS, MBA, Rochester Institute of Technology—Assistant Professor

Edward B. Stockham, AB, Ph.D., University of Pennsylvania—Associate Professor

William W. Walence, BA, MA, Kent State University; Ph.D., Ohio State University—Program Chair, Health Systems Administration, Deaf Studies; Associate Professor

C. J. Wallington, BS, University of Missouri at Kansas City; Ph.D., University of Southern California—Graduate Program Chair; Professor

Carol Whitlock, RD, BS, MS, Pennsylvania State University; Ph.D., University of Massachusetts—Professor

Adjunct Faculty—Hospitality and Service Management

Judy Christiansen, BA, University of Hartford; MS, New England Conservatory of Music

Richard Cowen, MBA—Health Care Management Consultant, Rochester

Christopher Davis, M.D.—Physician, Rochester

Deborah DeMay, MS, Rochester Institute of Technology

Donna A. Dickson, BA, State University of New York College at Buffalo; MS, Rochester Institute of Technology

Karin Edinger, BS, State University of New York College at Brockport, MS, Rochester Institute of Technology

James Fatula, Ph.D.—Consultant, Health Care Management, Rochester, New York

Rebecca Ferraro, BS, State University of New York College at Brockport; MS, Rochester Institute of Technology

Arnold S. Gissin, MPH—Administrator, Jewish Home of Rochester

Katherine Hiltunen, MBA, BSN—Director, QM/UM Analysis, Blue Cross and Blue Shield of Rochester

Patricia Houghton, RN, MHA, CPHQ

Ed Keyes, BS, University of Massachusetts; MS, Rochester Institute of Technology

Joseph M. LaLopa, MS, Rochester Institute of Technology; Ph.D., Michigan State University

Marcia Marriott, BS, MA, State University of New York College at Brockport; Ph.D., Southwest University

Richard Morano, BS, Rochester Institute of Technology; MS, University of Rochester; Ed.D., University of Rochester;

James Myers, BS, MS, Rochester Institute of Technology; Ph.D., Michigan State University

Michael O'Connor, MS—Executive Director, Rochester Community Individual Practice Association

A. Holly Olsen, BS, University of Montana; MS, Rochester Institute of Technology

James M. Papero, BS, Ed.M., University of Rochester

Damon Revelas, BS, MS, Rochester Institute of Technology; Ph.D., State University of New York at Buffalo

Annette Rummel, BBA, Northwood University; MS, Rochester Institute of Technology

Patricia Seischab, MS, Rochester Institute of Technology

Theresa Seil, BS, State University of New York College at Brockport; MBA, Syracuse University

Christine Sevilla, BA, University of Southern California at Santa Barbara; MPA, State University of New York College at Brockport; MS, Rochester Institute of Technology

Dan L. Sirmans, BBA, Georgia State University; MS, Rochester Institute of Technology

J. Wixson Smith, BS, State University of New York College at Geneseo; MS, Rochester Institute of Technology

Michael Tarcinale, Ph.D., RN—Vice President, Randamax, Inc., Rochester, New York

Arthur G. **Tweet,** Ph.D.—Consultant, CQI Associates, Rochester, New York

Beverly Voos, MS, President and Chief Executive Officer, Rochester Healthcare Information Group, Rochester, New York

Albro C. Wilson, MS, Rochester Institute of Technology

Carl Winkelbauer, Ed.D., University of Rochester

Center for Multidisciplinary Studies

Janet Graham, BS, MS, Rochester Institute of Technology—Assistant Professor; Associate Director

James Myers, BS, MS, Rochester Institute of Technology; Ph.D., University of Michigan—Director, Associate Professor

Richard Morales, BA, Michigan State University; MA, State University of New York College at Brockport; MSW, Ph.D., Syracuse University—Associate Professor

Thomas F. Moran, BSME, California Polytechnic State College; MSME, California State College at Long Beach—Program Chair, Communications; Associate Professor

Linda A. **Tolan,** BS, State University of New York College at Geneseo; MS, Rochester Institute of Technology—Associate Dean, Associate Professor

The Student Alumni Union, a popular gathering spot, contains many student activities and services offices, the cafeteria and Ritskeller, Ingle Auditorium and the RITreat.

Packaging Science

0607-701   **Research Methods in Packaging**
Discussion of procedures, methods and requirements for carrying out the research project. Students pursue advanced study and research in the following areas: distribution packaging, package systems development, product and/or package damage in the physical distribution environment, materials, quality preservation, production and mechanical properties of packaging materials and systems. **Credit 4**

0607-721   **Packaging Administration**
Study of the role of packaging operations in the corporate enterprise. Positioning of the packaging function in the corporation, managerial practice, interpersonal relationships and control techniques are considered. Individualized instruction, case analysis and/or research papers supplement classroom instruction. Credit 4

0607-731   **Advanced Packaging Economics**
An advanced study of the firm's economic behavior in relationship to activities within the packaging function. Included are packaging costs, production theory and case studies demonstrating general trends in the packaging industry. Individual instruction, case study and/or research paper required, as appropriate to the student's level or interest. Credit 4

0607-742   **Distribution Systems**
Study of the shipping and handling environment encountered by goods in packages during distribution to the product user. Materials handling, warehousing and the impact of the distribution environment on shipping container design and development are considered. Case study or individual research appropriate to student's interest. Credit 4

0607-750   **Graduate Seminar**
Course concentrates on topic of current interest, depending on instructor, quarter offered and mix of students. Content to be announced prior to registration dates. **Credit 4**

0607-752   **The Legal Environment**
An intensive study of federal, state and local regulation that affects packaging. Individualized study and research on an interest basis. Credit 4

0607-763   **Packaging for End Use**
An intensive study of package design requirements specific to use of a product at specified end points. Individual design and development of a package system and its specifications, appropriate to the needs of the product and the consumer/ user. Credit 4

0607-770   **Advanced Computer Application**
Study of the application of computer techniques and data processing for packaging applications: specification development, test simulation, optimum sizing of package systems, process control and similar applications will be presented. Computer program development and individual research on an interest basis. **Class Credit Lab 4**

0607-783   **Packaging Dynamics**
The study of instrumentation systems for analysis, evaluation and application of shock and vibration test methods and data to package system design and development for specific products. Individualized instruction appropriate to student's interests. **Credit 4**

0607-798   **Independent Study**
Student-initiated study in an area of specialized interest, not leading to a thesis. A comprehensive written report of the investigation is required. Cannot be used to fulfill core requirements. **Credit 1-8**

0607-799   **Advanced Packaging Design**
Advanced package design projects selected in consultation with the instructor. Individual study appropriate to area of interest and background of student. (Consent of department) **Credit 1-4**

0607-890   **Graduate Thesis**
An independent research project to be completed by the student in consultation with the major professor. A written thesis and an oral defense of the thesis are required. (Consent of department) **Credit 1-12**

0607-999   **Packaging Science Graduate Co-op**
Credit 0
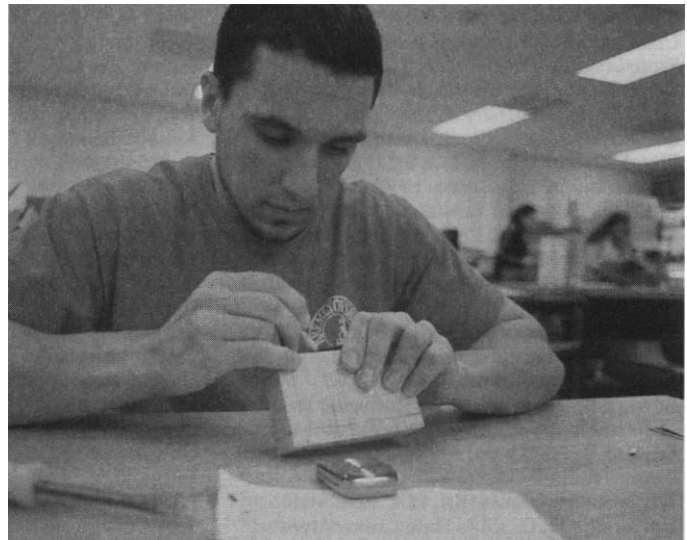
Manufacturing & Mechanical Engineering Technology

0610-630   Tolerance Design
This is a comprehensive course on the topics of analytical and experimental development of design and production tolerances. The course covers worst case and statistical tolerance analysis, 6 Sigma methods for tolerancing, Monte Carlo simulation sensitivity analysis of systems, and Taguchi's approach to tolerance design. Special emphasis will be given to developing tolerances for complex aggregations of technologies. System tolerance and cost balancing are covered in detail. The use of tolerance design in critical parameter management will be covered. Students will conduct a project in computer-aided tolerance analysis. Credit 4

0610-710   Product Development & Integration
This course covers a broad set of topics, processes, and best practices related to the disciplined development of products and production systems. The course takes two major views of product development: total quality development and system engineering as applied to the earliest phases of new product development. A thorough review of product and technology development processes and best practices will be covered in the context of reducing time to market. Skills will be developed to enable the student to construct and actively participate in a modern, concurrent new-product development process. The student will be introduced to critical parameter management to aid in fulfilling voice of the customer requirements. System integration for total product life cycle performance is a major focus. Studies and reading in diverse product and system development topics are required. Credit 4

0610-820   Concept Design & Critical Parameter Management
This course focuses on gathering the voice of the customer, translating it into technical requirements, defining functions to fulfill the requirements, generating concepts to physically fulfill the functions and the evaluation and selection of superior product and subsystem concepts that are safe to take to commercialization. Team labs will be conducted in QFD, functional analysis and decomposition, concept generation, and Pugh's concept selection process. Critical parameter management techniques will be covered in detail. Credit 4

0610-830   Instrumentation & Computer Aided Data Acquisition
This course integrates modern methods of acquiring, processing, and analyzing data. The goal is to generate value-added information to the critical parameter management process during new product development. The course focus is on the measurement of product- or process-critical functional responses that are direct indicators of the true physical functions that control product quality. Students will acquire a strong set of skills in hands-on development, design, construction, and operation of manual and computer-aided data acquisition systems. Topics include applications for data base management and applications for empirical model building, robust design, tolerance design and statistical process control. Students will be introduced to using Lab View for data acquisition and control. Credit 4

0610-870   Robust Design & Production Systems
This is an advanced course in Taguchi's dynamic methods of robust design. Students learn to optimize design parameter nominal set points to promote insensitivity to sources of variation in the manufacturing and customer use environments. Development of robust and tunable systems and their manufacturing processes is a major focus. The role of engineering methods for designing for additivity is used to promote rapid system integration. The role of robust design in critical parameter management will be demonstrated. Team labs in robust design projects will be required. Credit 4

Computer Integrated Manufacturing

0617-703   Gateway to Technology
This course addresses the development of knowledge, skills, and understanding of modern technology. It includes aspects of instructional processes as well as social considerations. Topics include an introduction to computer aided design with solid modeling, electronics, science and technology, and automation of robotics. It is based on the Project Lead the Way curriculum and requires laboratory equipment needed for that curriculum. Credit **6**

0617-730   Data Management & Communication
This is a course in communication and data management. The first part of this course will focus on data communication. Fundamental concepts of computer systems will be explored. This information will be a precursor to such topics as parallel and serial communication, synchronous and asynchronous communication, point-to-point, and broadcast networks. Additional discussion will include application of network applications in CIM such as EDI. The second part of this course will discuss elementary data management topics such as data storage and retrieval, the use of commercial DBMS's and the relational model. It will also discuss data representation in CIM; the melding of representation schemes used by CAD systems and CNC/DNC machine tools. (0602-710) Credit 4

0617-842   Data Management in CIM
Introduction to data management for manufacturing applications. Topics include conceptual, implementation and physical design of databases as well as data representation used in manufacturing processes. Geometric modeling of 3D objects for analysis and displav is included. Laboratory work required. (0602-710,0602-730) Credit 4

Bike patrols are one way that Campus Safety provides security to the R1T community.

0617-845   Distributed Systems
This is a course in writing distributed applications, as distinguished from distributed operating systems. As such, it focuses on two principal issues: types of implementation platforms and interprocess communication mechanisms. The first issue involves a discussion of different types of environments in which the programmer may find himself or herself, including traditional timesharing systems, event-driven systems and uniprogramming systems. The second issue is concerned with how processes, or tasks, communicate with one another, whether this is different when the processes are on a single processor or different processors and how they can synchronize their accesses to shared resources. (0602-710, 0602-730) Credit 4

0617-850   Flexible Manufacturing & Assembly Systems
This course provides an in-depth knowledge of automated manufacturing and assembly systems, their design, operation and implementation. Topics include system hardware, software, controls, programming, and integration. Emphasis will be placed in providing a thorough understanding of computer controlled machines, tooling tool management, part feeding, part orientation, part holding, material handling systems, robots, AGVS, coordinate measuring machines, sensors, system controls, general purpose and special purpose assembly systems and management issues. Concepts pertaining to design of products for automated manufacturing, handling and assembly will also be discussed. Class 4, Credit 4

0617-855   Electronics Packaging Fundamentals
This course will provide a thorough understanding of the technology, components, equipment, design and manufacturing process for surface mount electronics manufacturing. As an introductory course, it will provide the students with a strong foundation needed for advanced work in surface mount technology (SMT). The laboratory demonstrations will provide the students an orientation and familiarization of the manufacturing equipment and process for printed circuit board assembly. Class 4, Credit 4

0617-856   Advanced Concepts in Electronics Packaging
This course provides an in-depth study of materials, analytical procedures and manufacturing processes related to surface mount electronics manufacturing. The lecture topics will include design and manufacturing standards, stencil printing, component placement, soldering, cleaning, testing, inspection, real-time process control, and CAD/CAM integration. The laboratory projects for this course will include analytical analysis of raw materials, solder joint reliability, substrate inspection and a detailed process study of stencil printing, component placement, soldering, post solder inspection and rework and repair. Class 4, Credit 4

0617-870   Manufacturing Automation Controls
This course deals with the principles and application of programmable logic controllers (PLC). Topics include PLC hardware, programming and application of PLCs in a computer integrated manufacturing (CIM) environment. Students will also be exposed to man machine interface (MMI) and PLC networks. (Graduate standing) Class 3, Lab 2, Credit 4

0617-896   Project Management in CIM
Interdisciplinary course covering project management in CIM. Students will study real-world problems that are related to manufacturing hardware or manufacturing processes and propose solutions to problems requiring an integrated approach. Topics include the identification and definition of the goal; strategy development; project planning; required resource estimation; project organization; proposal development; project approval; project staffing; team building; implementation of the project managing scope, performance, schedule and resources; and project termination. (Completion of required courses in CIM curriculum) Credit 4

0617-897   MS Thesis
Interdisciplinary thesis on CIM research area to be monitored and advised by committee of three faculty. This thesis work may serve as the capstone course of the CIM degree. (Defense of thesis requires completion of all required courses) Credit 0-4

0617-898   Graduate Seminar
Special offering of advanced graduate-level topics. These topics are developed and taught on a special offering basis and vary from year to year. Credit 1-4

0617-899   Independent Study
Faculty-directed study of appropriate topics on a tutorial basis. This course is generally used to allow an individual to pursue topics in depth under faculty sponsorship. Credit 1-4

0617-999   Manufacturing Graduate Co-op
Work experience in manufacturing position appropriate to selected major in graduate program. Position to be obtained through interviewing process with the assistance of Co-op Education and Career Services Office. Credit 0

Hospitality and Service Management

Hospitality–Tourism Management

0624-770   **Service Leadership: Examining & Implementing Change**
An overview and examination of various personnel leadership functions as applied to the delivery of service excellence. Current literature is used to explore the interrelationships of various conceptual paradigms. The goal is to enhance each individual's understanding and to augment his/her ability to interact in the service environment and to critically understand strategies founded in continuous learning. Concepts discussed include: teamwork, empowerment, relationship management, corporate culture and "moments of truth" management. Credit 4

0624-780   **Financial Management for Hospitality-Tourism Firms**
Financial performance forecasting at both the individual and multi-unit levels of operation is examined. Emphasis on financing, including operating leverage, short- and long-term financing alternatives and tax considerations within a service organizational context. **Credit 4**

0624-823   **Strategic Environments of Food System**
The strategic environments of the hospitality-tourism system are examined as a whole and from the perspectives of major segments: consumers, producers, regulatory agencies, distributors and retailers, including food service operators. Specific issues examined include the use distribution systems, international government policies, consumer expectations and the impact of these on the producer and end user. **Credit 4**

0624-825   **Strategic Processes of Service Firms**
An analysis of the organizational structure, operational procedures, corporate policies, financial growth and related factors of service firms. The course traces the evolution of various companies to reveal individual growth strategies. Credit 4

0624-826   **Tourism Policy Analysis**
An analysis of the goals and objectives for tourism development in geographic areas of different size. Topics include employment, income redistribution, cultural impact, labor supply and tourism resource base. Specific policies for touristic regions are compared for effectiveness and overall cost benefits. Local, state, national and international examples are included. Credit 4

0624-827   **Technical Transfer in Hotel Industry**
Survey of computer information systems for planning and control in hospitality and tourism operations. Various software and hardware packages are examined in relation to planning and control functions. Credit 4

0624-828   **Meeting Planning Development**
An examination of the role of professional meeting planners as they function in the corporate, association and educational environments. Both corporate and independent meeting planners will be assessed. Methods of planning and programming for meeting will be surveyed and evaluated. A review of the economic impact of conferencing and support service functions will be undertaken. Negotiation skills are examined. **Credit 4**

0624-840   **Service Quality Management**
Total Quality Management (TQM) philosophy is applied to the hospitality-tourism industry. Underlying principles, TQM tools and techniques and case studies are used to bridge the gap between theory and practical application. Credit 4

0624-843   **Resort Development: An Instructional Approach**
Market segmentation; methods in marketing research; creating a menu, an environment, a theme for a defined market; improving the market share through quality control, innovation, promotions, public relations, menu engineering and community involvement; premarketing, creating a new image; marketing to increase profitability. Case studies and project. Credit 4

0624-844   **Hospitality Resource Management**
This course is designed to analyze the inputs associated with the development of hospitality firms. Labor markets, financial instruments, tourism infrastructures, real estate markets and educational support systems will be assessed in order to determine the development of hospitality firms. Credit 4

0624-846   **Travel Marketing Systems**
Includes the identification of markets, product pricing strategies and mixes of communication as they relate to the tourism distribution system. The efficiencies of various channel configurations and their resultant organizational patterns are evaluated. **Credit 4**

0624-848   **Convention & Exhibition Management**
The organization and operation of exhibit/convention space is examined from the meeting planner's perspective. Emphasis is given to use of exhibits to enhance both program and attendance. A detailed review of the factors necessary for successful exhibits and exhibitor relations is conducted with emphasis on the various methods employed to encourage participation. Budget controls and financial reporting systems are analyzed. The decision-making process on use of the exhibit as an income producing segment of conferencing is stressed. Credit **4**

0624-867   **Tourism Planning & Development**
Tourism planning defines the frames of reference used in making choices concerning the development of tourism facilities and use of space. Topics include: tourism income and expenditure; pricing policy; taxing authorities; ownership patterns; financing and leakage potentials of the various tourism infrastructures. This course focuses on the planning and development of tourism as it is "packaged" through its distribution channels. Credit **4**

0624-868   **Legal Issues & Evaluation**
An examination of the instruments used to confirm meeting arrangements. Focus is on informal instruments (letter of agreement) and formal documentation (contract). A survey of legal decisions impacting the liability of the planner and their impact on the meeting function is conducted. The performance of meeting planners and their interrelationships and interdependencies with external support staffs are assessed. Credit **4**

0624-880   **Seminar: Current Issues**
A small-group examination of contemporary issues and topics chosen by the students and faculty member. Research, oral presentations and class discussions of all issues selected. Credit **4**

0624-890   **Practicum in Hotel Training**
An opportunity for the student to apply skills learned in previous courses in a work or laboratory setting. A proposal must be approved by the director of the program before enrolling in the course. Credit *1-6*

0624-896   **Graduate Project**
This course number is used to fulfill the graduate paper requirement under the non-thesis option for the MS degree in hospitality/tourism management. The candidate must obtain the approval of the director of the program and, if necessary, an appropriate faculty member to supervise the paper before registering for this course. A formal written paper and an oral presentation of the project results are required. Credit **1-4**

0624-898   **Thesis**
Thesis based on experimental evidence obtained by the candidate in an appropriate topic demonstrating the reduction of theory into practice. A formal written thesis and oral defense are required. The candidate must obtain the approval of the director of the program and, if necessary, an appropriate faculty member to guide the thesis before registering for the thesis. Credit 8

0624-899   **Independent Study**
An opportunity for the advanced student to undertake independent investigation in a special area under the guidance of a faculty member. A written proposal is to be forwarded to the sponsoring faculty member and approved by the director of the program before registering for this course. The independent study must seek to answer questions outside the scope of regular course work. Credit **1-6**

Service Management

0625-750   **Elements of Service Management: A Systems Approach**
General systems theory is used to examine the major components of the service industry. The interactions and interdependencies of these components are discussed within the framework of developing a service management strategy to insure service quality. Credit **4**

0625-791   **Foundations of Applied Social & Managerial Research**
This is an introductory applied research/project development course for the HSM graduate program. The purpose of this course is to introduce learners to foundation concepts and methods in applied social and managerial research. Emphasis is placed on developing an understanding of the scientific method with application to social and managerial problems. Participants will cultivate this understanding by engaging in the development of a research/project proposal. The proposal will serve as the foundation for subsequent research coursework; thesis, projects, or capstone projects. Topics covered in the course include: 1) the philosophy of research; 2) research ethics; 3) conceptualization of research; **4)** evaluation research; and 5) an introduction to basic quantitative, qualitative and systems research techniques. Credit **4**

0625-810   **Senior Living Management**
This course is designed to introduce students to the unique knowledge and skills required to understand and effectively manage in the senior living environment. The course will focus on the demographic realities leading to career and business opportunities in various types of senior living facilities Credit 4

0625-841   **Benchmarking & Continuous Process Improvement**
This course examines the benchmarking process as a means of achieving continuous service improvement. Among the topics discussed are proactive management, measuring performance, out-of-the-box thinking, internal, competitive, industry, and best-in-class benchmarking. The critical success factors at each stage of benchmarking in service industries are investigated. **Credit 4**

0625-842   **Customer Relationship Management**
The CRM course develops the learners' ability to help their organizations manage customer interactions across multiple channels, maximize revenue opportunities, build foundations to increase customer satisfaction, and drive customer retention and loyalty. Credit 4

0625-843   **Empowered Teams**
This course focuses on the service organization's internal customers—the employee and middle management. It examines the prerequisites, transformations, and assumptions needed to decentralize the service firm and implement self-directed, empowered teams. Among the issues examined are accepting more responsibility for the service performance, assuming accountability for customer satisfaction, and planning with the "customer-in" decision-making framework. **Credit 4**

0625-844   **Breakthrough Thinking, Creativity & Innovation**
Learning to solve problems, create profound decisions, and continuously change our organizations has always been a function of leadership. Today's fast-paced global business environment requires that we utilize equally insightful, aggressive, and distinctly new processes to change. This course examines the global phenomenon and builds in the learner new methods to achieve leadership in an age of change—breakthrough thinking, creativity, and innovation. The learner will become adept at true value innovation in a knowledge /service economy. Credit 4

0625-845   **Relationship Management in Service Firms**
This course examines the nature of managing the on-going relationships that characterize the service process. Relationships both internal and external to the organization are considered. Organizational implications of developing service recovery systems are also investigated. Credit 4

0625-846   **Service Leadership Futures**
This course changes each year as it evolves from students' interpretations of what it should entail. In general, students will gain the capacity to examine both the current status and future route(s) of service industries. It is the first in a series of courses that will prepare career-minded individuals to function in our rapidly changing environment and, more important, in the future. The goal is to create leaders for tomorrow's service organizations and society. **Credit 4**

0625-847   **Reengineering Service Environment**
This course focuses on the process orientation of concentrating on and rethinking end-to-end service activities that create value for customers. It challenges traditional organizational viewpoints and reexamines the assumptions underlying the appropriateness of rigid divisions of labor, elaborate control systems and managerial hierarchy within service firms. Credit 4

0625-849   **Service Quality Self-Assessment Processes**
This course examines the various self-assessment processes associated with improving service quality. The seven Malcolm Baldrige National Quality Award categories, the eight President's Award for Quality and Productivity categories (Federal Quality Institute), and the ISO 9000 categories are examined. These guidelines are oriented towards systems and are used to probe relationships that reach across departments and disciplines, with the goal of achieving and maintaining total quality service management. Credit 4

0625-880   **Current Issues Seminar**
A small-group examination of contemporary issues and topics chosen by the students and faculty member. Research, oral presentations and class discussions of all issues selected. **Credit 1-4**
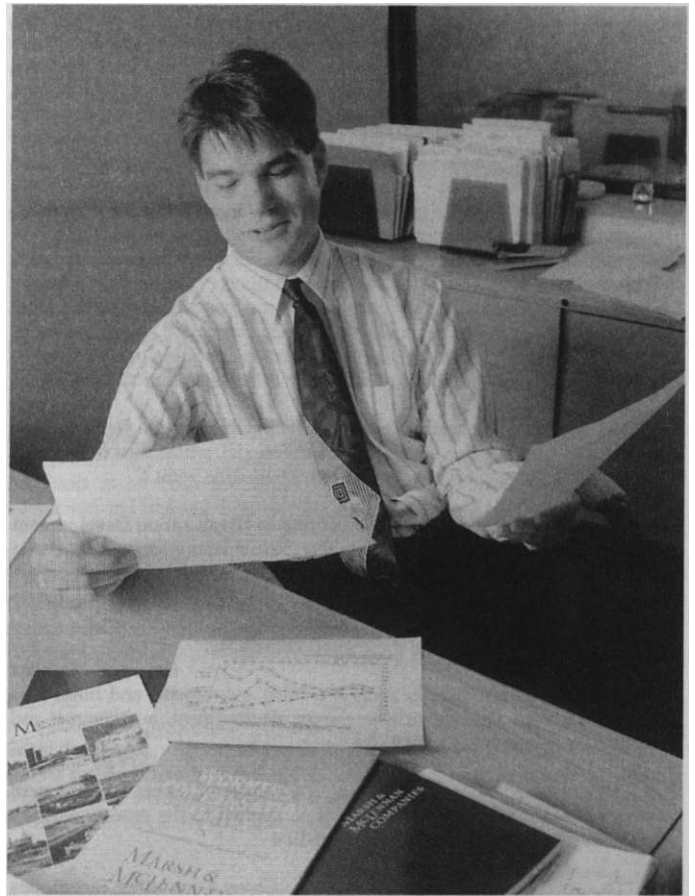
0625-890   **Practicum in Service Management**
An opportunity for the student to apply skills learned in previous courses in a work or laboratory setting. A proposal must be approved by the director of the program, before enrolling in the course. **Credit** 1-6

0625-896   **Graduate Project**
The course number is used to fulfill the graduate paper requirement under the non-thesis option for the MS degree in service management. The candidate must obtain the approval of the graduate coordinator and, if necessary, an appropriate faculty member to supervise the paper before registering for this course. A formal written paper and an oral presentation of the project results are required. Credit 4

0625-898   **Research Thesis**
Thesis based on experimental evidence obtained by the candidate in an appropriate topic demonstrating the reduction of theory into practice. The candidate must obtain the approval of the graduate coordinator and, if necessary, an appropriate faculty member to supervise the paper before registering for this course. A formal written paper and an oral presentation of the project results are required. Credit 8

0625-899   **Independent Study**
An opportunity for the advanced student to undertake independent investigation in a special area under the guidance of a faculty member. A written proposal is to be forwarded to the sponsoring faculty member and approved by the graduate coordinator before registering for this course. The independent study must seek to answer questions outside the scope of regular course work. **Credit 1-6**

Human Resource Development

0626-707 **Applied Data Analysis**
Explores statistical concepts and procedures as applied to typical human resource, training and career counseling situations. Participants apply a computer program to the analysis of data. This course is offered in the classroom and in a distance learning format. **Credit** 3

0626-710 **Theory of Organization Development**
This course introduces the student to organization development theories and their application in an organizational setting. Consideration is given to the psychological, sociological, and historical constructs upon which the field is based. Students will become familiar with the philosophical foundations for the key theories as well as the practical work of key theorists. This course will also examine how theories of organization development are being applied in organizations to foster change, innovation, and the revitalization of the organization. **Credit 4**

0626-712 **Planning & Evaluation in Organization Development**
Introduces participants to a strategic planning model, which they then use to develop a strategic plan for an organization. **(0626-710) Credit 4**

0626-713 **Practices of Consulting in Organization Development**
Explores the role and skills of the consultant. Participants engage in an assessment of an organization's needs, write a proposal, and, from the assessment data, make recommendations for interventions. They also explore their interests and aptitudes as consultants. **(0626-710) Credit 4**

0626-715 **Empirical Methods**
Acquaints participants with the tools for doing assessments and other data gathering activities. Practice includes survey development, interviewing and conducting focus groups. **Credit 4**

0626-720 **Theories of Career Development**
Examines theories of career development as applied to the process an individual uses in making career decisions. **Credit 4**

0626-721 **Career Counseling Techniques**
Introduces participants to theories and techniques used in individual career counseling situations. Participants plan, practice, and analyze non-clinical techniques used in career counseling. **(0626-720) Credit 4**

0626-730 **Theories in Human Resource Development**
Professionals in the HR fields of employee education, career development, organization development and training require both a conceptual understanding of human learning and performance and systematic procedures for inducing learning and performance. This course presents recent investigations, both theoretical and empirical, into human learning, motivation and performance. Through readings and group activities, students will increase their understanding of theories of human resource development as the basis for practical applications. **Credit 4**

0626-732 **Design & Delivery of Training**
Emphasizes the techniques used for design and development of instruction. During the course, participants design a training module, deliver a portion of it, and evaluate its success. (0626-730) Credit 4

0626-733 **Needs Assessment/Proposal Development**
Shows participants how to develop and conduct a needs assessment, design an evaluation and write a proposal to do a needs analysis or evaluation. **Credit 4**

0626-740 **Group Leadership**
Group leadership combines theory and practice to give participants the skills needed to use interactive techniques for training, to facilitate meetings and to take leadership responsibility as a participant. Credit 4

0626-780 **Human Resource Management I**
Suitable for managers as well as human resource staff, this course examines the formal systems in an organization which ensure the effective and efficient use of human talent to accomplish organizational goals. Major topics include job analysis, job descriptions, employee recruitment employee selection, and performance management. **Credit 4**

0626-781 **Human Resource Management II**
The bottom-line business of human resources must be the delivery and or development of human capital that enable the enterprise to become more competitive, to operate for maximum effectiveness, and to execute its business strategies effectively. HR embodies organizational programs and processes that can enhance individual competencies and organizational capabilities. This course will prepare individuals to evaluate HR programs/processes and redesign these to meet the changing needs of the organization. **Credit 4**

0626-782 **Human Resource Management III**
The bottom-line business of human resources must be the delivery and/or development of human capital that enables the enterprise to become more competitive, to operate for maximum effectiveness, and to execute its business strategies effectively. The course will analyze the strategic needs of businesses in various stages in their life cycle, look at culture and leadership and their impact; and devise HR strategies to achieve the desired results. (0626-780,0626-781) Credit 4

0626-877 **Internship**
The internship is required of all students. This course consists of four parts: at least 200 hours of professional accomplishments in an appropriate setting, attendance at a seminar, an oral presentation and formal summary report. Students will work with their advisors to complete all necessary arrangements. Students should plan to meet with their advisors at least two months before planning to take the internship. Proposals for the internship must be approved and on file before registration. Credit **1-6**

0626-890 **Independent Study**
Provides for independent study or research activity in subject matter areas not included in any existing course in the degree program, but having specialized value to students. Proposals approved by a supervising faculty member and the department director are required before registration. This course may be taken more than once, but for no more than a total of 6 credit hours. **Credit 1-6**
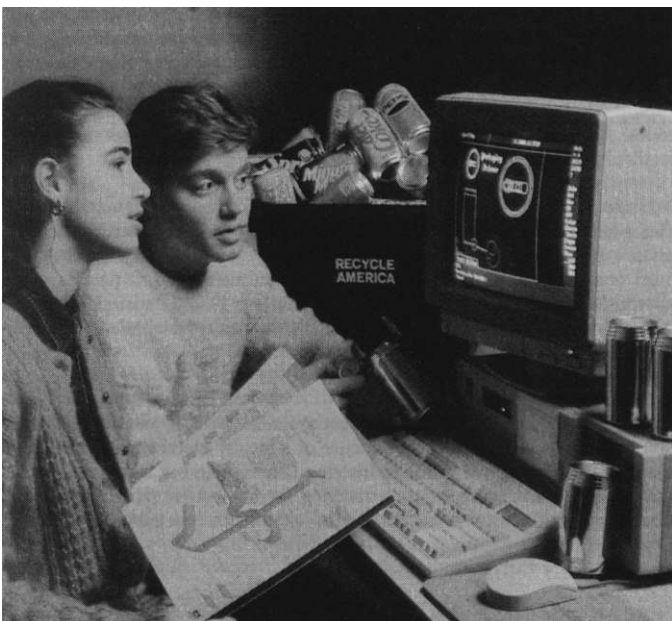
0626-891, 892,893 **Selected Topics**
Selected Topics are innovative courses not reflected in the curriculum. Titles will appear in the course listing each quarter. The course may be taken more than once as topics change, but for no more than a total of 6 credit hours. **Credit 1-4**

0626-899 **Executive Leader Portfolio Assessment**
Credit 1-12

Instructional Technology

0627-519 Techniques of Dietetics
This course prepares dietetics and nutrition specialist to prepare and give presentations for the purpose of informing, persuading, and training a variety of audiences. Topics include communications methods, audience analysis, developing communications and training objectives, selecting media, designing and making presentations evaluating and communications effectiveness. Students are required to make presentations as part of the course. Credit 4

0627-704 Interpersonal & Group Communications
Activities and experiences in human communication, specifically within groups. The course discusses theory and research underlying the communication process and the application of principles to practical situations. Required for graduation. Credit 4

0627-706 Instructor-Lead Training
An overview of the process of designing and giving training presentations. Included are principles of presentation design, selection and production of presentation media, basic research on presentation design and presentation media. Mager certificate available. Credit 4

0627-707 Presentation Design
An overview of the process of designing and giving training presentations. Included are principles of presentation design, selection and production of presentation media, basic research on presentation design and presentation media. Required for graduation. Credit 2

0627-709 Training the Training Manager
A service course explaining the management of the training process, instructional design and development, and performance technology. Includes principles of needs assessment and evaluating the worth of training as well as trends in instructional design and training delivery systems. Not for instructional technology majors except those in the training manager option. Credit 3

0627-710 CRI Management
A special version of Training Manager (0627-709) only for those who have either the criterion-referenced instruction (Mager CRI) certificate or have completed 0627-755,756 (Criterion-Referenced Instruction and Technical Training 1,2) and have student-developed course materials from one of these courses. (0627-755, 756 or CRI materials; permission of department) Credit 2

0627-711 Computer-Based Performance Improvement
Students study characteristics of computer-based tools and systems designed to improve employee performance and productivity. These tools and systems include electronic performance support systems, just-in-time training, on-line job aids, audio conference and video-conferencing and computer-based training. The course emphasizes principles of system design and effectiveness rather that authoring procedures. Credit 4

0627-712 Computer-Assisted Instruction I (CAT 1)
Students learn the use of the computer for instruction (computer-assisted instruction) and then produce their own computer-assisted instruction programs. Students review and research various hardware and software configurations, programming languages and sources of previously developed computer-assisted courses. Covers some methods of course and lessons development. Project required. (0627-755 or permission of department) Credit 4

0627-713 Computer-Assisted Instruction 2 (CAT 2)
The student develops more complex and sophisticated instructional sequences that incorporate advanced CAI programming techniques; enters the sequence on the computer, tests and debugs the sequences; and using the computer, gathers the student response information necessary to validate the sequences. The student also explains and demonstrates CAI and writes proposals for CAI courses and lessons. Two projects required. (0627-712) Credit 4

0627-721 Evaluation of Training & Instruction
A course to train students in the development and application of testing methods and used to measure performance, principally cognitive and psychomotor skills, as well as methods to determine overall course effectiveness. Covers methods for both formative and summative evaluation and the means of validating instructional materials and instructional systems. (Basic descriptive statistics) Credit 4

0627-735 Theories of Adult Learning
Relates various theories of learning to actual teaching and training. Students review learning principles and apply them to practical instructional situations. Emphasis is on both behavioral and cognitive approaches to developing instruction and training. Required for graduation. Credit 4

0627-736 Interview & Information Gathering
The course distinguishes between counseling, coaching and training, stressing task-related interpersonal and cognitive skills such as working with a subject-matter expert for job counseling. Includes methods of interaction to maintain communications and to shape behavior. Credit 3

0627-755 Criterion Referenced Instruction (CRI 1)
A two course sequence (0627-755 and 756) that applies the principles of instructional development specifically to those areas of training in which performance criteria can be precisely stated and accurately measured. Such training usually tends to be in technical skill areas where procedures or product are predetermined or can be clearly specified. Credit 3

0627-756 Criterion-Referenced Instruction 2 (CRI 2)
A two course sequence (0627-755 and 756) that applies the principles of instructional development specifically to those areas of training in which performance criteria can be precisely stated and accurately measured. Such training usually tends to be in technical skill areas where procedures or product are predetermined or can be clearly specified. (0627-755) Credit 3

0627-757 Techniques of Work Analysis
Students learn a variety of job analysis and task analysis techniques based on functional job analysis. Data gathered from analyses is cast into various formats for job restructuring, writing job descriptions, establishing task and job hierarchies, and developing training programs. Credit 3

0627-762 Instructional Module Development 1 (IMD 1)
This course is designed to follow 0627-755 and 756 to give the student practice in the development, evaluation and revision of self- instructional materials. The course, largely self-instructional and project oriented, emphasizes structuring the module, actual module writing, and tryout and revisions procedures. Students must have already selected a content area and developed objectives, a course plan, and criterion tests. (0627-755, 756) Credit 3

0627-763 Instructional Module Development 2 (IMD 2)
In this extension of Developing Instructional Modules I (0627-762), the student completes an additional course module and develops course control documents for both the course manager and the student. (0627-755, 756, 762) Credit 3

0627-767 Performance Technology
The course provides an introduction to performance technology and its application, the areas of instructional technology and instructional design. The course includes the assessment of work-related performance deficiencies and techniques that an instructional designer can use to remedy performance deficiencies. (0627-755, 756) Credit 4

0627-771 Instructional Development I
First of a required three-course sequence (0627-771, 772, 773). Covers the concepts and principles underlying the developing of instructional programs and materials. Instructional development is the systematic solution of instruction and learning problems involving needs assessment, task analysis, specification of objectives, analysis and synthesis of instructional strategies and methods of evaluation. An instructional development project is part of the sequence. Required for graduation and must be taken before 24 hours of program are completed. (0627-735, 755, 756) Credit 4

0627-772   **Instructional Development 2**
Second of a required three-course sequence (0627-771, 772, 773). The instructional development principles are applied in an actual project selected by the student. Includes more sophisticated means of development as well as module and test development. Required for graduation. (0627-735,755,756,771) Credit 4

0627-773   **Instructional Development 3**
Last in a required three-course sequence (0627-771, 772, 773). Covers the differences in human resource development, instructional program development, and performance technology as well as the instructional developer's role in these processes. Covers development of evaluation plans and the development and revision of course modules. Also covers trends in selected areas of instructional design and development. Required for graduation. (0627-735, 755, 756, 771,772) **Credit 4**

0627-777   **Internship**
Special opportunities may occur for students to obtain work experience in a job or environment similar or coincident with their career objectives. A proposal (guidelines available from the department) must be approved by the department before registering for this course. (0627-755, 756, 771 plus 20 hours of course work) **Credit 1-3**

0627-797   **Finding & Maintaining Voice of the Customer**
This course shows students how business and industry use the quality function deployment (QFD) process to identify the voice of the customer, to identify customer requirements, and to follow those requirements through houses of quality. Includes customer interviewing, Kano analysis, competitive assessment, affinity diagramming, preplanning matrix, substitute quality characteristics, houses of quality. Emphasizes QFD in the service sector. Project required. Some statistics required. **Credit 4**

0627-889   **Research Project**

0627-890   **Independent Study**
An opportunity for a student to explore, with a faculty advisor, an area of interest to the student. A proposal (guidelines available from the department) must be approved by the department before registering for this course. (0627-755, 756, 771 plus 20 hours of course work) **Credit** 1-3

Health Systems Administration

0635-710   Integrated Health Systems
Examination of the history and evolution of the continuum of health care delivery in the United States and trends toward integrated health care systems. Review of general systems approach and the various elements of the health care continuum, including a study of alternate delivery systems and managed care. Analysis of emerging and evolving health care systems, their management and social issues impacting integration of health care deliver. Includes research methodologies in health administration. Credit 4

0635-715   Information Systems in Health Administrators
Theory and use of computers and information systems in health care delivery and administration is covered in depth. The information needs of clinical and administrative personnel are examined with an emphasis on developing and evaluating comprehensive information systems for health care organizations. Credit 4

0635-720   Preventive Epidemiology
Examination and use of the statistical processes employed in the evaluation and assessment of disease, morbidity and mortality of populations served by health systems in the United States. Compares and contrasts health systems status within the United States and with other industrialized countries. Appraisal of health systems research from a managerial perspective with emphasis on prevention, access, distribution, cost, efficiency and effectiveness of health care. (Statistical Concepts or Introduction to Statistics) Credit 4

0635-730   Quality Management for Health Systems
Course explores past and current definitions of quality and competing concepts of quality; reviews total quality movement in health care environments, reviews existing quality requirements of accrediting organizations, federal and state agencies, and third party payers; describes and explains quality improvement systems developed by health care accrediting agencies, health care regulators and researchers; application of quality tools. Credit 4

0635-740   Health Systems Seminar
Special interdisciplinary seminar course, team-taught by professionals and faculty from health care and business. Focuses on evolving trends in the areas of management decision-making tools, management science, human resource management, and technology assessment and acquisition. (Permission of program chair) Credit 4

0635-777   **Health Systems Administration Internship**
This is a health systems administration internship. Consists of a professional placement in an appropriate health care organization of at least 240 hours. Required for students without health care work experience. Can be taken in place of electives. Students will arrange with their program chair or assigned adviser, negotiate any arrangement necessary for on-site supervision and develop a written proposal. Students will present an oral evaluation of their experiences at the final course seminar. **Credit 2-8**

0635-798   **Special Topics**
Experimental courses are offered under this number; titles appear in each quarter's course listing. **Credit 1-5**

0635-810   **Health Systems Administration**
The development, structure and current forces transforming the health care system will be considered. Topics will include the status of the national and regional populations; manpower issues; hospital services; ambulatory care and alternative delivery systems; and mental health; long-term care. Administration in health care facilities including roles, functions, and responsibilities; organizational design and structures; problem solving; motivation; communication; leadership; change; human resources; and health care practices focusing on patient care and education. (0635-730) **Credit 4**

0635-815   **Finance for Operation**
This is an introductory course that examines the responsibilities of the finance function in health care entities and its relations to the operating responsibility centers (or departments). Subject matter is broad enough to include both not-for-profit and for-profit organizations in the allied health field. While this is a distance learning course, students are invited to participate in the first two on-campus lectures (attendance is optional, and those not attending will receive a videotape of the campus sessions). Topics in the course include: terminology and measurements; cost finding and allocation; budgeting and the budgeting process; reports; reimbursement; interpretation of financial statements; and facilities and materials management. (Students must be matriculated in the health systems master's program or have permission of the department chairperson.) Credit 4

0635-820   **Health Systems Economics & Finance**
Investigation of the efficiency, effectiveness and equity of the economics of health care and a conceptual and practical knowledge of health care finance. Reviews sources of funding, the accounting and reporting process, and the influence of third-party payers on the provision of health care through applied exercises. Provides an integrated overview of managerial economics, financial management, and product management for distinct health care organizations composing the overall health care system. (Accounting Concepts for Managers) Credit 4

0635-830   **Health Systems Planning**
A review of the methodology of planning effectively for health care systems. The use of data systems, forecasting, and identifying and analyzing problems is explored, along with the process of strategic planning, setting priorities, developing projects, and allocating resources. Students will prepare actual business plans and applications for new health care programs to regulatory agencies. (Permission of program chair) **Credit 4**

0635-840   **Health Systems Policy & Law**
An examination of the roles and responsibilities of policy makers on the health care system. Compares and contrasts the regulatory functions of varying levels of government and the political process as it relates to health care systems. Examination of control issues and regulatory dynamics, the legislative process, and regulatory trends in the United States. Assessment of health systems' strategies and responses to regulatory oversight. An overview of legislation as it applies to health facilities and administrative law using case studies. **Credit 5**

0635-876   **Health Systems Issues**
This is the health systems administration research project capstone course, required for all graduate majors. Students will research and discuss contemporary issues of health care delivery and management. Course work from the program will be integrated by the instructor in order to reinforce a systems approach to health care administration. An original research project, which utilizes a systems approach to health care delivery or administration and culminates in a written report, is required. (Permission of program chair) **Credit 4**

0635-881   **Managed Care**
An in-depth look at characteristics of successful managed care plans. The course will familiarize the student with all essential elements of managed care, using the tools needed to model and compare various managed care structures. Credit 4

0635-882   **Bioethics**
An overview of what ethics means, the principal ethical theories, and their application to specific bioethical issues. The course will familiarize students with ethics and ethical principles, the role of ethics in professional life, what is bioethics and an appreciation of ethical issues and arguments surrounding contemporary bioethical issues such as death, rationing health care and managed care. Credit **4**

0635-890   **Health Systems Administration Independent Study**
Provides for independent study or research activity in subject areas not included in any existing course in the degree program, but having special value to students. Proposals approved by a supervising faculty member and the program chair are required before registration. This course may be taken more than once. Credit **4-8**

0635-896   **Health Systems Administration Thesis**
An independent research project on a specific health system administration topic or problem, developed by the student with input from a faculty thesis adviser. The research must culminate in a formal written thesis and oral defense. Approval by the program chair and a faculty thesis adviser is required for this course. Credit **4-8**

Environmental, Health & Safety Management

0630-610   **Survey of Occupational Health**
An intensive foundation course for students who have completed the appropriate science and mathematics prerequisites, but lack academic preparation or practical experience in environmental/industrial health. Provides students with an overview of the fundamentals of industrial hygiene. Emphasis will be placed on the toxicological effects of various industrial substances on the body; monitoring and personal sampling for these substances and personal protection against such substances. (Graduate students only or permission of department) Credit **2**

0630-611   **Survey of Occupational Safety**
An intensive foundation course for students who have completed the appropriate science and mathematics prerequisites, but lack academic preparation or practical experience in safety management and engineering. Topics include recordability and safety indices; incident investigation; guarding, electrical, and material handling; welding, fire prevention, excavation; medical surveillance and works compensation; inspection techniques and auditing; committees, incentives and voluntary programs. (Graduate students or permission of department) **Credit 2**

0630-620   **Survey of Solid & Hazardous Waste Management**
An intensive foundation course for students who have completed the appropriate science and mathematics prerequisites, but lack academic preparation or practical experience in solid and hazardous waste management. Introduces principles, strategies, technologies and regulations for reducing, recycling, handling, treating, storing and disposing of solid and hazardous waste. Credit **2**

0630-621   **Survey of Industrial Wastewater Management**
An intensive foundation course for students who have completed the appropriate science and mathematics prerequisites, but lack academic preparation or practical experience in wastewater management. Identifies and characterizes the sources of industrial wastewater and examines the related environmental impacts, regulatory implications, and technical and cost considerations of treatment and disposal methodologies. Credit **2**

0630-622   **Survey of Air Emission Management**
An intensive foundation course for students who have completed the appropriate science and mathematics prerequisites, but lack academic preparation or practical experience in air emissions management. Identifies and categorizes industrial air pollutants and their sources addresses applicable state and federal laws and regulations, reduction strategies, control technologies, testing, monitoring and reporting requirements. Credit **2**

0630-710   **Special Topics**
Permits students to pursue certain advanced undergraduate course work at a graduate level. Examples include Contaminant Hydrology, Wetland Delineation and Remedial Investigation/Corrective Action. Credit **1-4**

0630-720   **Environmental Health & Safety Management**

This course presents an overview of environmental, health and safety management, and provides students with an introduction to management systems for EHS operations. Explores the motivations and strategies for environmental, health and safety management, identifies EHS management components and presents the fundamentals of developing EHS visions and policies. This course includes an on campus Executive Leader session. Credit 4

0630-725   **EHS Accounting & Finance**

Pollution and accidents impose costs—not just remedial costs, but also time, lost opportunities, long-term liabilities, and even company image. These costs are often overlooked by current accounting practices. This course will train students to make good business decisions when all the EHS costs of economic decision, as well as the economic costs of EHS decisions, are taken into consideration. The course will focus on decisions made at the company level. Methods will be taught to identify and quantify the full costs of projects and activities. A more accurate approach towards EHS accounting will result in a safer environment and increased competitiveness. Credit 4

0630-735   **Resource Reduction**

This course will focus on strategies for reducing the use of materials, energy and environmental resources. It builds upon courses for controlling air emissions, wastewater and solid and hazardous waste and moves upstream into the production process to reduce or eliminate waste by not producing it in the first place. Students learn how to conduct resource reduction assessments and identify opportunities to reduce or conserve resources. This course will take you beyond end-of-pipe controls and look at life-cycle assessment as an environmental management tool. Credit 4

0630-740   **EHS Management System Design**

This course examines the design and development of environmental, health and safety management systems to implement an organization's vision, mission and policies. Provides strategies for determining what needs to be measured in order to assess performance and ensure continual improvement. Discusses metrics and EHS management system intervention; significant team project work as well as individual work. (0630-720 or permission of instructor.) Credit 4

0630-750   **Environmental Health & Safety Project Management**

This course focuses on unique factors in environmental, health and safety project management. It covers the nine major areas of project management: integration, scope, time, cost, quality, human resources, communication, risk and procurement. Discusses modern project management techniques, including program evaluation and review techniques (PERT), critical path method (CPM), and various budgeting and resource allocation techniques. Includes an introduction to Microsoft Project for Windows software. Applies project management concepts and software to simulated EHS projects. **Credit** 4

0630-760   **Integrating Environmental Health & Safety**
into Business Management

This course examines strategies for integrating EHS systems and processes into business management. Using case studies, the course explores the interrelationships between EHS and total quality management, reporting, financial value, and approaches for sustainable business development. Students will be prepared to select appropriate quality tools to improve EHS processes; identify opportunities, strategies and tools for integrating EHS into business management; and identify best practices in EHS/business integration. (0630-720 or permission of the instructor) **Credit** 4

0630-770   **Risk Assessment, Management & Communication**

This course presents an overview of risk assessment methodologies and history, along with current practices and developing trends. It takes a close look at strategies for reducing and managing EHS risks, and provides an introduction to the elements of internal and external risk communication. Students will gain skills in evaluating risk assessment and identifying associated strengths and weaknesses with respect to the EHS management needs of their respective organizations. They will be prepared to design and implement risk reduction and management plans for EHS-related activities and be able to identify essential risk-related elements that need to be communicated internally and externally. (0630-720 and course work in occupational health or permission of instructor) **Credit** 4

0630-780   **Practical EHS Law**

This course provides a detailed examination of the EHS legal and regulatory framework, with emphasis on developing compliance strategies. Addresses strategies for advocating and negotiating flexible permits, enforcement matters and other legal requirements. Students will be prepared to discern the intent and applicability of EHS laws and regulations, prepare summary documents incorporating legal concerns and concepts, understand different approaches to negotiations, and work effectively with attorneys to achieve desired objectives. (0630-720 or permission of instructor) **Credit** 4

0630-790   EHS Internal Auditing
This course addresses establishing and maintaining EHS auditing systems to examine how environmental, health and safety aspects are being managed relative to voluntary and regulatory standards. Students will be prepared to design, implement and evaluate auditing programs, and will practice auditing skills. This course includes an on-campus Executive Leader session. (0630-740 and required foundation courses or permission of instructor) Credit 4

0630-799   Independent Study
Students will have the opportunity to pursue relevant environmental, health and safety topics related to their work or professional interests at an advanced level. Students will gain added depth and/or specialized skill in a specific EHS area. Credit 1-4

0630-810   Special Topics
This course discusses new and developing EHS topics in selected areas, such as Workers Compensation, environmental economics, incident management, design for the environment, international environmental management, life-cycle assessment, industrial hygiene monitoring and measurement, regulatory strategy and compliance alternatives. Credit 1-4

0630-888   Graduate Co-op
Students will have the opportunity to gain appropriate work experience and applied knowledge of the profession working in one or more EHS areas. The graduate committee determines whether enrollment for one or more co-op quarters will be required. Credit 0

0630-890   Graduate Project/Thesis Planning
This is the first of a two-course sequence in which each EHS management graduate student will design and conduct graduate thesis research or a graduate project. In this course graduate students will rigorously develop their research or graduate project ideas, conduct literature reviews, prepare bibliographies, identify and plan methodologies, identify deliverables, prepare schedules, become familiar with report formats and the proper use of literary guides, and gain a clear understanding of the expectations of the faculty and the discipline. Each student will be required to prepare a complete committee-approved thesis research or graduate project proposal as a final requirement of this course. Credit 2

0630-891   Graduate Project
Graduate projects are an applied research project, reflecting the student's ability to utilize professional skills to design, develop, and/or evaluate an environmental, health and safety project and/or management decision. A formal written paper and oral defense are required. (0630-890) Credit 1-4

0630-899   Graduate Thesis
The graduate thesis is a formal research document that empirically relates theory with practice. A formal written thesis and oral defense are required. (0630-890) Credit 1-4

0633-712   Fire Protection
Introduces fundamental concepts in protection of industrial workers and property from fire and explosion. Fire chemistry, control of ignition sources in industry, and properties of combustible materials are discussed. A major facility review project is completed. Fire detection and extinguishment are covered along with building construction for fire prevention, life safety, fire codes and related topics. (EHS graduate students or engineering technology, industrial engineering graduate students only) Credit 4

0633-726   Occupational Health II
This course focuses on individual hygiene applications and hands-on participation. Particular attention will be given to sampling strategies from similar exposure grouping, actual sampling experiences with a wide range of industrial hygiene instruments, and sampling analysis using statistical protocols. Field experience with instrumentation, as well as professional written and oral communication of results, is emphasized. Several team-based, out-of-classroom learning experiences are required. This course also explores environmental health engineering applications, including ventilation systems, process safety and inspection/audit protocol skill building for many different types of processes, including laboratories, machining centers, painting and solvent usage, ionizing radiation, and high-speed manufacturing. (0630-450 or 0630-610) Credit 4

0633-726   Occupational Health II with Laboratory
A lecture/laboratory course which provides a basic understanding of techniques used in measuring and evaluating the magnitude of health hazards in industry. Laboratory sessions provide experience in air sampling, noise measurements, heat measurement, particle size analysis, chemical analysis and evaluation of industrial ventilation. Several sampling projects are completed by students during the course. (EHS graduate students or engineering technology, industrial engineering graduate students only) (0630-450 **or** 0630-610) **Credit 4**

0633-730   Mechanical & Electrical Controls & Standards
Discussion of OSHA standards relating design and analysis for safety, including electrical circuit controls and mechanical guarding. Particular attention will be paid to OSHA, ANSI and NEC European standards. A portion of the course will change regularly to reflect emerging issues in industry. (EHS graduate students or engineering technology, industrial engineering graduate students only) **Credit 4**

Technical Information Design

0688-711   **Technical Information Design**
Intensive practice in the creation of content for online and multimedia documents with emphasis on the presentation of technical and scientific concepts, products, and processes. A survey of graphic methods for the display of complex technical relationships and ideas. Students will also explore contemporary topics (international technical communication, the future of on-line documentation, ethical considerations in technical information design, etc.) and applications (legal, medical, electronics, environmental, etc.) in Technical Information Design. (0688-333 or equivalent or permission of instructor) **Credit 4**

0688-721   **Creating Technical Proposals**
The elements of proposal writing, including responsiveness, establishing credibility, and technical clarity. The proposal process as practiced in government and industry, including an understanding of RFPs, RFIs, and the decision process. Specialized proposals including NDAs, online and multimedia proposals and technical marketing presentations. (0688-333 or equivalent or permission of instructor) **Credit 4**

0688-731   **Technical Procedures**
The development of task-oriented and process documentation. Procedures for complex physical and mental tasks including time-constrained activities, emergencies, diagnostics and troubleshooting, and multiple-path processes. Formats for print, electronic, and multimedia instructions. An introduction to applications used for the creation of online help. Including Web-delivered and HTML help. (0688-333 or equivalent or permission of instructor) **Credit 4**

0688-732   **Managing Technical & Scientific Communications**
The management of technical and scientific communication projects and organizations. Managerial roles, practices, and responsibilities. Technological factors in the production and distribution of technical documentation. Management strategies for content and audience evolution. Management of parallel (print and online) projects, single-sourcing, and documentation localization. (0688-333 or equivalent or permission of instructor) **Credit 4**

0688-741   **Usability Design & Testing**
The elements of successful electronic and print document design. The use of design concepts and tools to increase usability. Introduction information and mapping. Design and usability test considerations for multimedia and user-centered media. (0688-333 or equivalent) **Credit 4**

Cross–Disciplinary Studies

0699-705   **Context & Trends**
This course introduces students to interdisciplinary thinking, problem solving, self-assessment and research techniques as well as print and electronic information resources and contemporary and forecasting data appropriate to the student's plan of study. **Credit 4**

0699-775   **Capstone Project**
This course is a supervised, hands-on experience in which the students apply the skills and knowledge developed through their individualized plans of study and concludes with oral and written presentations. **Credit 4**

0699-798   **Independent Study**

College of Business

Thomas D. Hopkins, Dean

Success in the 21st century business environment will require leadership and management attuned to rapid changes in technology and increasingly vigorous and global competition. Astute problem preventers and solvers who have gained a systems perspective will be able to convert product development and management challenges into competitive advantages. The College of Business offers a benchmarked portfolio of comprehensive, rigorous programs of study. Our innovative, multidisciplinary curriculum —embedding an international perspective, current technology and quality principles throughout—produces graduates able to convert managerial learning into pragmatic business applications. Our faculty combine teaching excellence and personalized attention to student needs with applied research. Our setting in a technological university embarked on creative business partnering, and entailing joint programs across colleges and countries, opens unique opportunities for all partners—including industry leaders, faculty and students.

PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

MASTER OF SCIENCE DEGREES IN:

   Finance
   International Business

Master of Business Administration

Donald O. Wilson, Ph.D., *Director*

The master of business administration (MBA) degree program provides students with the capabilities for strategic and critical thinking needed for effective leadership in a global economy where creative management of both people and technology is vital. The curriculum begins with a solid, mainstream grounding in the functional areas of business and combines that foundation with the flexibility that allows students to specialize in one or two areas of expertise. In the classroom, students learn the latest theories and concepts and how they can be immediately applied to solve problems in the work place. The program is built on the foundations of technology, quality and a global perspective.

The MBA program requires 72 quarter credit hours and consists of 18 courses, nine of which are devoted to core functional areas and nine available for concentration areas and electives. All College of Business courses carry 4 credit hours. Students create a concentration field(s) of study by selecting a four-course sequence in a particular area of specialization. Traditional business concentrations include CPA and corporate accounting, e-business marketing, finance, health systems administration, international business, management and leadership, marketing and sales management, marketing research and quality and organizational improvement. Technical concentrations include
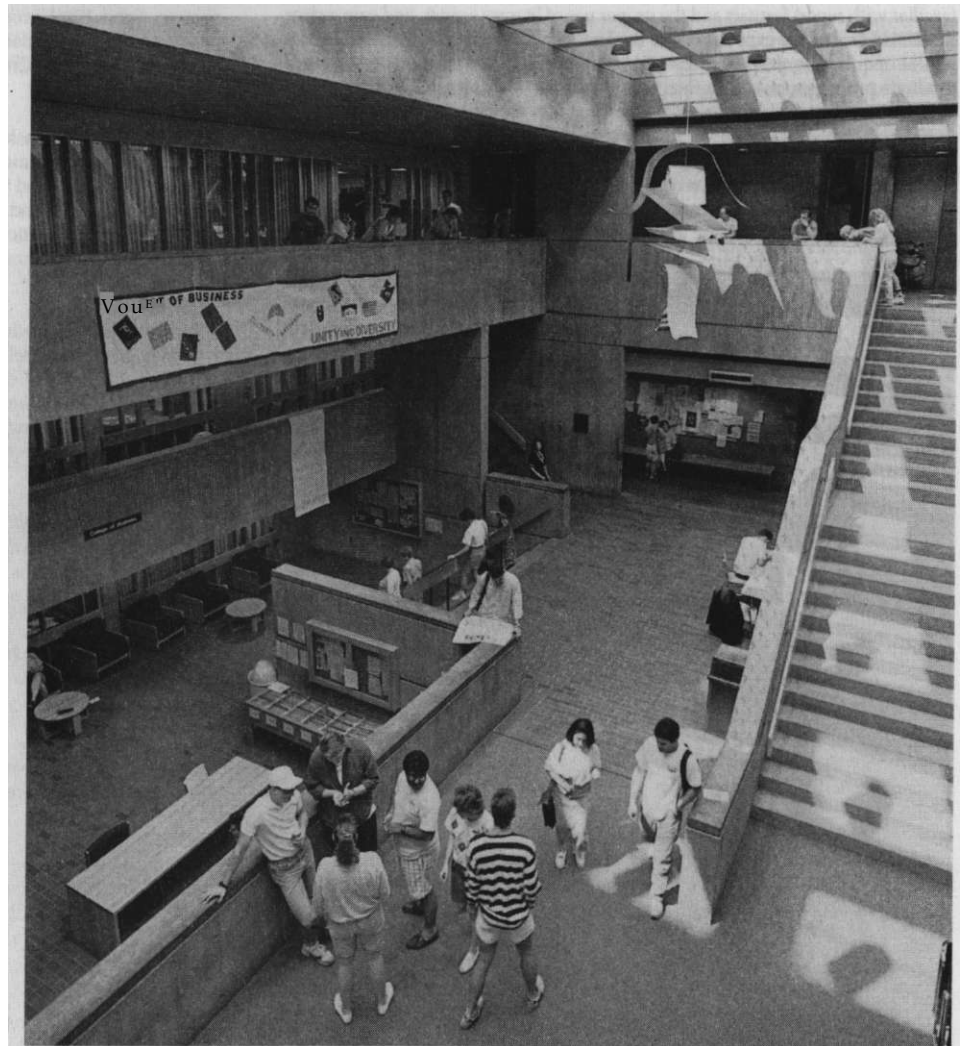
The lobby of the Max Lowenthal Building, home of the College of Business

management information systems, manufacturing management, quality and applied statistics, and technology management.

The College of Business also offers specialized MBA tracks in quality management, management of technology, and international business. The college offers an Executive MBA for professionals with substantial career experience. RIT also awards MBA degrees to students attending the U.S. Business School in Prague.

Accredited by the Association to Advance Collegiate Schools of Business (AACSB International) the College of Business has earned a reputation as a leader in the area of quality education.

Admission

Applications are accepted for all four academic quarters. However, most full-time students begin their program of study in the fall. Prerequisites for admission include a baccalaureate degree from an accredited institution and a working knowledge of algebra and statistics. All entering students are required to successfully complete math review courses in algebra and statistics during their first quarter of study. This requirement is waived for students who pass a math diagnostic exam administered during orientation.

Completed applications for admission should be on file in the Office of Admissions five weeks prior to registration for the upcoming academic quarter. Transcripts from all previous undergraduate and graduate work, a Graduate Management Admission Test (GMAT) score, relevant professional experience and a personal statement or resume are evaluated by the Graduate Admissions Committee. International applicants must submit the results of the Test of English as a Foreign Language (TOEFL, minimum paper-based score 580 or minimum computer-based score 237) as part of the application. The TOEFL requirement is waived for native speakers of English and for those submitting transcripts and diplomas from American undergraduate schools.

Accepted students can defer enrollment for up to one year. If beyond one year, a new application must be submitted and will be evaluated on then current admission standards.

Nonmatriculated status

Students with strong undergraduate records are permitted to take two graduate courses on a nonmatriculated basis. To become a matriculated student, and admitted formally to the MBA program, the regular admissions process should be followed. Credits earned while a nonmatriculated student may be applied to the student's degree program.

Academic standards

Credit hour requirements for the MBA are normally 72 quarter credit hours. In certain cases total credit hours may be reduced by the use of waiver or transfer credit. Students have the responsibility of applying for these credits.

Students must maintain a grade of "B" or better for all courses taken at the College of Business. Grades of all repeated MBA courses will be counted in the GPA computation. The policy on probation and suspension is explained in the section "The Steps Toward Earning Your Degree" in this bulletin.

Program completion requirement

Institute policy requires that graduate programs be completed within seven years of the student's initial registration for courses in the program. A grade point average of 3.0 must be maintained.

Orientation

All new students are required to attend an orientation session prior to beginning their studies. Students must take the math waiver exam before enrolling in courses. This exam is administered during orientation. Course selection, career planning, program planning, and academic advising are also discussed during orientation.

Waiver policy/transfer credit

Students can waive up to six MBA foundation courses if prior academic preparation is equivalent to these graduate courses and occurred within the last five years. Courses may be either waived outright or through an examination.

A maximum of 12 credit hours may be awarded as transfer credit from other graduate programs. The courses must have been taken at an accredited institution and the student must have earned a grade of "B" or better. The courses must be relevant to the student's MBA program of study.

Credits from waiver, transfer or undergraduate courses are not counted in the GPA computation. Students must apply for transfer and/or waiver credit.

Placement

Preparation for professional placement begins early in the graduate student's program with workshop participation on self-assessment, resume preparation, interviewing techniques, job search strategies and career opportunities in various industries. The Office of Cooperative Education and Career Services offers individualized career counseling, provides critical job leads, and coordinates employers' annual campus recruiting visits.

Cooperative education

Optional cooperative education affords graduate students the opportunity to hold a paid position for three to six months. No academic credit is granted, but formal recording of the co-op experience is made on the student's transcript. Graduate faculty evaluate the student's written report analyzing the company and experience. Students in good academic standing are eligible for co-op after completing the foundation courses and a substantial portion of their concentration courses, and attending a series of co-op and career services workshops. RIT does not guarantee that all students will be placed.

Facilities

RIT is a national leader in incorporating computer and network technology into the classroom. Students have access to extensive computer resources within the College of Business and throughout campus, along with the latest business and productivity software and computer support. The Wallace Library computer system provides students with access to numerous external databases. Remote access from residence halls and the College of Business computer labs is available as well.

Financial Assistance

Financial assistance is awarded for outstanding scholarship and professional promise without consideration of financial need. Matriculated full- and part-time students are eligible for scholarships. Matriculated full-time students are also eligible for graduate assistantships. Students awarded assistantships are assigned to work for College of Business faculty or staff. All applicants are automatically reviewed for these awards.

Several alternative loan programs and federal and state programs are also available. Please contact the Office of Financial Aid (585-475-2186) for further information.

Study Abroad Programs

Matriculated MBA students have the opportunity to study for up to six weeks at two locations in Europe. They attend classes with their counterparts in the schools and learn first hand the European business environment. The program at the U.S. Business Schools in Prague, Czech Republic, offers a course in Business Ethics for a two-week period in the spring. Courses at E.M. Lyon Graduate School of Management, Lyon, France, include international business strategy related courses such as strategic finance and strategic marketing. These classes are offered in the summer.

Course offerings

Since it is sometimes necessary to make changes in course schedules or instructors, up-to-date information about courses to be offered in a given quarter is available in the College of Business Student Services Office. RIT makes no guarantee that every catalog course will be offered in any given year or that courses will be offered in a particular quarter or sequence.

All MBA students take the following nine core courses:

	Credits
*0101-703 Financial Accounting Systems	4
*0103-705 Economics for Managers	4
*0112-710 Management Information Systems Concepts	4
*0104-721 Financial Analysis for Managers	4
*0102-740 Organizational Behavior & Leadership	4
*0106-743 Operations Management	4
0102-759 Competitive Strategy	4
*0105-761 Marketing Concepts	4
"0106-782 Statistical Analysis for Decision Making	4

* *Up to six of these courses can be waived, thus reducing the number of courses required to graduate.*

Students with one concentration area take:

- 9 core courses
- 4 courses in a business concentration area
- 5 electives, outside above concentration area. No more than 4 of these can be taken in any one discipline.

Students with two concentration areas take:

- 9 core courses
- 4 courses in a business concentration area
- 4 courses in a second business or technical area
- 1 elective, outside above concentration areas

Notes:

- Students cannot complete more than two concentration areas.
- No course can be counted in more than one concentration.
- No more than four electives can be completed in any one discipline.
- Students taking two concentration areas need to meet with an adviser.

Concentrations

Corporate Accounting

	Credits
0101-704 Accounting Theory I	4
0101-705 Accounting Theory II	4
0101-706 Cost Accounting	4

Choose one from the following:

	Credits
0101-707 Advanced Accounting & Theory	4
0101-708 Auditing	4
0101-709 Basic Taxation	4

If students wish to take the Certified Management Accountant (CMA) examination offered by the Institute of Management Accountants (IMA), the corporate accounting concentration qualifies them to do so.

CPA Accounting

Students wishing to take the CPA examination in New York State upon graduation from the MBA program must take 23 graduate courses rather than 18. (Note: Up to 11 courses may be waived.) The State of New York requires that a graduate degree for CPA candidates who do not have an undergraduate degree in accounting must include at least 60 semester hours (i.e., 90 quarter hours) of course work. Furthermore, the curriculum must include a specified number of hours in accounting, economics, finance, law and business electives. For the CPA option, students take the following 14 courses in addition to the nine MBA core courses:

	Credits
0101-704 Accounting Theory I	4
0101 705 Accounting Theory II	4
0101-706 Cost Accounting	4
0101-707 Advanced Accounting & Theory	4
0101-708 Auditing	4
0101-709 Basic Taxation	4
0101-710 Advanced Taxation	4
0101-730 Business Law I	4
0101-731 Business Law II	4
Finance elective	4
Economics elective	4
Business electives	12

CPA candidates should meet with an adviser in the College of Business no later than the start of their second quarter in the MBA program to carefully plan their remaining course work and to learn about New York CPA licensure requirements. Some courses in this program are offered only once a year.

Finance*

	Credits
0104-722 Financial Management II	4
0104-725 Securities & Investment Analysis	4
One advanced economics course	4

Choose two courses from the following:

	Credits
0104-724 Problems in Corporate Finance	4
0104-729 Seminar in Finance	4
0104-730 Financial Institutions & Markets	4
0104-734 Working Capital Management	4
0104-732 Portfolio Theory	4
0104-731 Problems in Investments	4
0104-740 Futures & Options	4
0104-760 Finance for a Global Business	4

* *5 course concentration*

Marketing and Sales Management   Credits

0105-762	Advanced Marketing Management	4
0105-764	Channel Management	4

Choose two from the following:

0105-758	Seminar in Marketing: various topics	4
0105-765	Sales Management	4
0105-766	Marketing in a Global Business	4
0105-767	Marketing Communications	4
0105-770	Professional Selling	4
0105-771	Marketing Research Methods	4
0105-772	Marketing on the Internet	4
0105-773	Database Marketing	4

Marketing Research   Credits

0105-771	Marketing Research Methods	4
0307-801	Design of Experiments I	4*

Choose two from the following:

0105-762	Advanced Marketing Management	4
0105-772	Marketing on the Internet	4
0105-773	Database Marketing	4
0307-802	Design of Experiments II	4*
0307-831	Multivariate Analysis Applications	4*
0307-841	Regression Analysis	4*

* Student should register for the 4-credit-hour option of these courses.

International Business   Credits

0102-780	Global Business Environment	4
0102-782	Global Issues & Strategies	4

Choose two from the following:

0102-760	Managing in a Global Business	4
0104-760	Finance for a Global Business	4
0105-766	Marketing in a Global Business	4

Management and Leadership   Credits

0102-741	Managing Organizational Change	4
0102-745	Social and Political Environment of Business	4

Choose any two management electives 8

Entrepreneurship   Credits

0102-758	Seminar in Management: Entrepreneurship	4
0102-753	Field Experience in Business Consulting	4

Choose two from the following:

0101-709	Basic Taxation	4
0101-730	Business Law I	4
0105-763	Buyer Behavior	4
0104-722	Financial Management II	4
0102-762	Managing New Process & Product Development	4
0105-772	Marketing on the Internet	4
	Other management courses*	

* Must be approved by a graduate adviser

Note: This concentration has certain restrictions. Please see a graduate adviser for details.

Technology Management   Credits

0102-742	Introduction to Technology Management	4

Choose one or both from the following:

0102-762	Managing New Product & Process Development	4
0102-761	Managing Research & Innovation	4

If both courses above are taken (0102-761 and 0102-762), choose one course, otherwise choose two courses from the following:

0106-744	Project Management	4
0102-741	Managing Organizational Change	4
0106-749	Manufacturing Strategy & Tactics	4
0102-745	Social & Political Environment of Business	4
0102-785	Ethics in Technology Intensive Environments	4

Management Information Systems   Credits

0112-720	Systems Analysis & Design I	4
0112-755	Information Systems Management	4

Choose two from the following:

0112-700	Information Technology Hardware & Software	4
0112-735	Network Technology	4
0106-744	Project Management	4
0112-725	Data Management	4
0112-760	Integrated Business Systems	4
0112-761	Business Process Design & Workflow	4
	Other MIS courses*	

* Must be approved by a graduate/faculty adviser

E-Business Marketing

0105-772	Marketing on the Internet	4
0105-758	Seminar in Marketing: Business to Business E-Commerce	4
0105-773	Database Marketing	4
	One Marketing Elective	4

Quality and Organizational Improvement   Credits

0102-741	Managing Organizational Change	4
0106-745	Quality Control & Improvement	4

Choose two from the following:

0105-771	Marketing Research Methods	4
0307-782	Quality Engineering	4*
0307-721	Statistical Process Control	4*
0307-731	Statistical Acceptance Control	4*
0625-841	Benchmarking & the Process of Continuous Improvement	4
0106-744	Project Management	4

• Student should register for the 4-credit-hour option of these courses.

Manufacturing Management   Credits

0106-744	Project Management	4
0106-745	Quality Control & Improvement	4
0106-749	Manufacturing Strategy	4

Choose one from the following:

0102-742	Introduction to Technology Management	4
0102-760	Managing in a Global Environment	4
0101-794	Cost Accounting in the Manufacturing Environment	4
0102-741	Managing Organizational Change	4
0307-781	Quality Management	4*
0307-782	Quality Engineering	4*
0307-721	Statistical Process Control	4*
0307-731	Statistical Acceptance Control	4*
0303-690	Seminar in Computer Integrated Manufacturing	4

• Student should register for the 4-credit-hour option of these courses.

Quality and Applied Statistics   Credits

Choose any four of the following:

0106-745	Quality Control & Improvement	4
0307-782	Quality Engineering	4*
0307-721	Statistical Process Control	4*
0307-731	Statistical Acceptance Control	4*
0307-801	Design of Experiments I	4*
0307-802	Design of Experiments II	4*

• Student should register for the 4-credit-hour option of these courses.

Other options include:

• Engineering Management
• Health Systems Administration
• Information Technology Concentrations
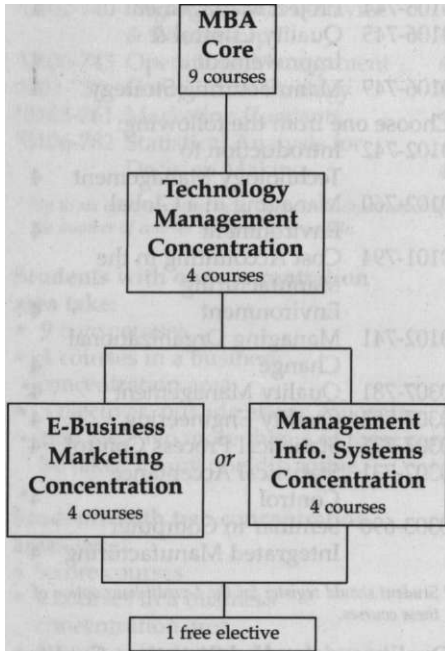• Telecommunications
• Printing Management

See a graduate adviser for more information.

Examples of MBA Tracks

Students are encouraged to meet with an advisor to carefully select their two concentrations so that these areas of study are congruent with their career goals. Two related concentrations may be joined to create a specialized MBA track. Examples of these tracks are described below.

Management of technology MBA track

This track provides students the analytical tools and skills needed to successfully manage technology intensive organizations. This is an attractive option for students interested in careers with organizations that either produce or utilize technology.

```
        MBA
        Core
      9 courses
          |
    Technology
    Management
    Concentration
     4 courses
          |
  E-Business        Management
  Marketing   or   Info. Systems
  Concentration    Concentration
   4 courses        4 courses
          |
    1 free elective
```

Students in the management of technology MBA track complete the nine-course core, the four-course technology management concentration and either the four-course e-business marketing concentration or the management information systems concentration. One free elective is to be chosen from courses outside the above concentrations.

Quality management MBA track*

Increased competition in the global marketplace means that firms must now provide quality products and services that attract and delight customers. The quality management track provides students with the analytical tools and mathematical models needed to successfully manage quality systems in organizations. Statistical quality control is emphasized along with the application of the fundamental concepts of TQM to production and operations management.

```
        MBA
        Core
      9 courses
          |
   Quality & Org
   Improvement
   Concentration
     4 courses
          |
  Manufacturing      Quality &
  Management   or   Applied Statistics
  Concentration     Concentration
   4 courses         4 courses
          |
    1 free elective
```
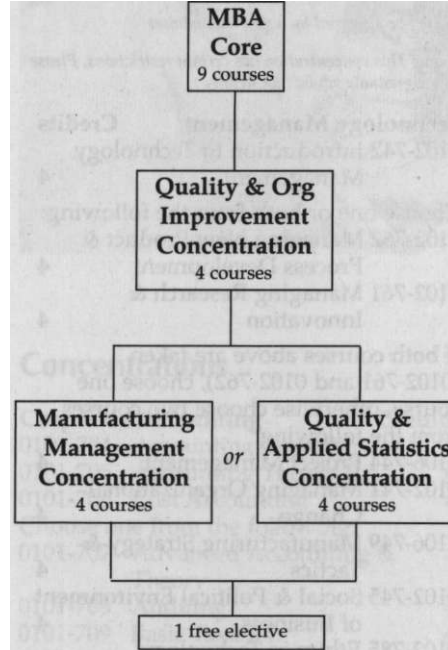
Students in the quality management MBA track complete the nine-course core, the four-course quality and organizational improvement concentration followed by either the manufacturing management concentration or the quality and applied statistics concentration. Students pursuing the quality and applied statistics concentration will enroll in courses in the Center for Quality and Applied Statistics of RIT's College of Engineering. One free elective must be selected from courses outside the above concentrations.

This MBA track has certain restrictions. Interested students should see a graduate adviser.

International business MBA track

This track prepares students for the growing demand for global managers who understand the international business environment. The interdisciplinary curriculum combines international business theory and practice in addition to stressing the interrelationships among business functions such as marketing, management and finance in a worldwide economic environment.

```
        MBA
        Core
      9 courses
          |
    International
    Business
    Concentration
     4 courses
          |
  Marketing &
  Sales Mgmt.   or   Finance
  Concentration      Concentration
   4 courses         5 courses
          |
    0 or 1 free elective
```
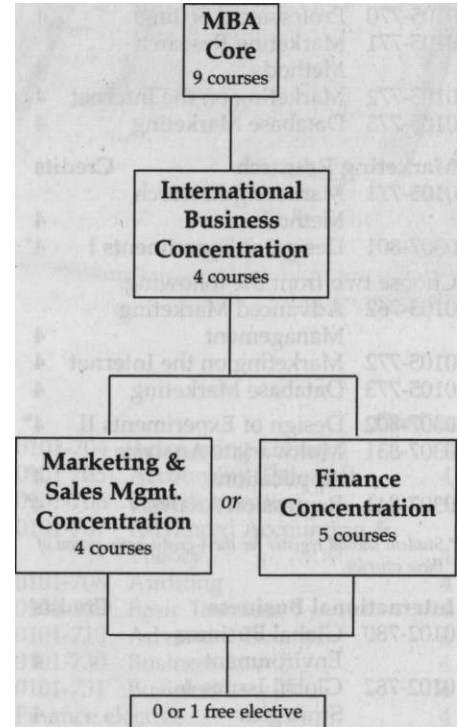
In addition to the nine-course core, students in the international business MBA track complete a four course international business concentration that includes courses in international marketing, international finance and international management. Students then complete a four-course concentration in marketing and sales management or finance. The free elective should be in an area outside these concentrations. To provide students with an international experience, the free elective can be taken at the U.S. Business School in Prague. Students wishing to pursue careers in international business should be proficient in a foreign language. This requirement may be satisfied by previous course work or by examination.

Executive MBA

Ann G. T. Young, Ph.D., Director
Annette Fagan, Coordinator

The executive MBA is an integrated, two-year cohort-based program designed to develop future leaders and general managers in organizations serious about improving customer satisfaction, product quality, and organizational success.

A team of RIT faculty and executives from all sectors of business and industry designed the executive MBA for professionals with substantial career experience. Using practical approaches to improving business results and increasing personal productivity, participants in the program:
- Strengthen their leadership and interactive skills by collaborating with teams of professional peers and faculty.
- Develop strategic perspectives consistent with the needs of customers, stockholders, employees, the community, and other organizational stakeholders.
- Apply cross-functional approaches to enhance their analytical and decision-making capabilities.
- Utilize the principles of quality and quality-based tools to accomplish organizational goals.
- Obtain a solid foundation in the functional areas of business.

Executive MBA and traditional MBA: the differences

Executive MBA students must have a minimum of eight years of professional experience. Courses are conducted all day Friday and Saturday on alternative weekends during the academic year. Participants work in teams, studying a curriculum that focuses on developing general management skills.

The executive MBA program is structured in an interactive fashion, and the emphasis is on cross-functional integration. The topics covered are those taught in the traditional MBA program.

Admission

In order to be considered for admission to the executive MBA program, a candidate must:
1. have a minimum of eight years of professional experience and hold advanced technical, managerial, or executive responsibilities;
2. have earned a bachelor's degree;
3. be interviewed by a representative of the executive MBA team; and
4. submit a completed admissions package.

Sponsorship

Employer sponsorship includes several dimensions:
- The sponsor must agree to permit the candidate to attend scheduled Friday/Saturday classes and the two required summer weeks.
- Business owners or individuals may sponsor themselves

Program structure and content

The Executive MBA program consists of two summer weeks plus six weekends per quarter, for a total of 36 weekends over the program's 21 months.

The first-year curriculum focuses on core business concepts and provides fundamental skills, knowledge, and perspectives in accounting statistics, leadership, finance, and economics. The second year extends that foundation and develops cross-functional analysis skills with an emphasis on strategy, marketing technology, and international business. Interdisciplinary examples, case analyses, and an applied orientation are key components of the program.

The EMBA program also includes practical experience obtained through capstone consulting projects; ongoing support for career-oriented skills such as career development planning, communications, and team building; the application of a cross-functional business simulation model; and an optional week-long business trip to Prague.

Curriculum

FIRST YEAR, SUMMER
Five-Day Orientation

QUARTER ONE, FALL
Accounting & Organizational Goals
Managerial Accounting
Microeconomics
Leadership

QUARTER TWO, WINTER
Data Analysis
Statistics for Decision Making
Macroeconomics
Human Resources Management

QUARTER THREE, SPRING
Valuation & Capital Budgeting
Financial Analysis & Planning
Quality Tools for Managers
Business, Government & Society

SECOND YEAR, SUMMER
Introduction to
Cross-Functional Thinking

QUARTER FOUR, FALL
Strategic Thinking I
Strategic Thinking II
Marketing Strategy
Technology Management

QUARTER FIVE, WINTER
Capstone Projects
Internet Marketing
Electronic Commerce & Information
  Management
Manufacturing Management

QUARTER SIX, SPRING
Capstone Projects
International Business I
International Business II
International Finance

Information and Application

All correspondence for executive MBA
admission information and for the sub-
mission of required documents should
be sent to:
   Executive MBA Program
   College of Business
   Rochester Institute of Technology
   107 Lomb Memorial Drive
   Rochester, NY 14623-5608
   475-7435
   585-475-6441 (fax)
   emba@rit.edu

Master of Science in Finance

The master of science in finance
program is designed to prepare students
for managerial careers in corporate
finance, investment analysis and port-
folio management, financial consulting
and financial institutions. Courses that
clearly parallel the Chartered Financial
Analyst Program will prepare students
who plan to take this exam.

   Full-time students who begin studies
in the fall can complete the program in
as little as 12 months; part-time students
in 18 to 24 months.

Admission requirements

Applicants should have baccalaureate
degrees from accredited programs. To be
considered for admission it is necessary
to file an application, submit official
transcripts of all previous undergrad-
uate and graduate work, results of the
Graduate Management Admissions Test
and provide an up-to-date resume.
International applicants must submit the
results of the Test of English as a Foreign
Language (TOEFL, minimum paper-
based score 580 or minimum computer-
based score 237) as part of the applica-
tion. The TOEFL requirement is waived
for native speakers of English and for
those submitting transcripts and diplomas
from American undergraduate schools.

Curriculum

The graduate program of study consists
of 12 courses and a comprehensive
exam. The courses are:
0104-721   Financial Analysis for
                 Managers
0104-722   Financial Management II
0104-725   Securities & Investment
                 Analysis
0101-703   Financial Accounting Systems
0106-782   Statistical Analysis for
                 Decision Making
0103-711   Microeconomics
0103-712   Macroeconomics
Three finance electives
Two breadth electives
Breadth elective courses may be chosen
from the graduate business courses in
accounting, management, marketing,
management information systems, tech-
nology management or international
business.

   The candidate must successfully
complete a comprehensive field exam
based on the finance courses completed
by the student.

Master of Science in International Business

The master of science degree in
International Business addresses the
growing demand for global managers
who understand the international busi-
ness environment. The program empha-
sizes both a global perspective and in-
terrelationships among the functional
areas of business. It discusses cross-
boundary business processes in a world-
wide environment.

   Full-time students must begin studies
in the fall quarter in order to complete
the program in one year. Part time stu-
dents can enter any quarter. Students
must meet with an advisor prior to reg-
istering for courses.

Admission requirements

Applicants must have a baccalaureate
degree from an accredited program. To
be considered for admission, it is neces-
sary to file an application, submit official
transcripts of all previous undergraduate
and graduate work, submit results of the
Graduate Management Admissions Test
and provide a resume. International
applicants must submit the results of the
Test of English as a Foreign Language
(TOEFL, minimum paper-based score
580, or minimum computer-based score
237) as part of the application. The
TOEFL requirement is waived for native
speakers of English and for those submit-
ting transcripts and diplomas from
American undergraduate schools.

Curriculum

The MS in International Business requires 48-quarter credit hours and consists of 12 courses, 4 of which are devoted to the international business core, 4 to breadth of field, 2 to research, and the remaining 2 to a thesis or practicum.

4 courses in the international business field (16 quarter hours)
0102-780   Global Business Environment
0102-782   Global Issues and Strategy
0104-760   Finance for Global Business
0105-766   Marketing in a Global Business

4 courses in the breadth of field (16 quarter hours)
0101-703   Financial Accounting Systems
0103-705   Economics for Managers
0105-761   Marketing Concepts
0104-721   Financial Analysis for Managers

2 courses in research (8 quarter hours):
0106-782   Statistical Analysis for Decision Making and
Choose one course from the following:
0105-771   Marketing Research Methods
0102-770   Business Research Methods

2 courses in a thesis or practicum (8 quarter hours)
   Thesis: A conceptual and theoretical research project designed by the candidate and his or her advisor to explore a salient international business-oriented issue.
   Practicum: A practitioner or corporate oriented research project designed by the candidate and his or her advisor to explore a salient international business-oriented issue.

Graduate Faculty
College of Business

Accounting Faculty

La Marr J. Jackson, BS, Central State University; MS, State University of New York College at Brockport; **J.D.,** University of Buffalo School of Law—Lecturer
Francis E. **Kearns,** AB, Cornell University; BD, Harvard University; MBA, Ph.D., State University of New York at Buffalo—Assistant Professor
Khondkar E. **Karim,** B. Com., M.Com., University of Dhaka; MSA, Eastern Michigan State University; DBA, Mississippi State University; CPA—Associate Professor
Roberta L. Klein, BS, State University of New York College at Brockport; MBA, Rochester Institute of Technology; CPA, New York—Lecturer
Michael J. Lacina, BBA, Western Michigan University; MBA, Michigan State University; Ph.D., Purdue University; CPA, Michigan—Assistant Professor
Wayne J. Morse, BBA, Siena College; MBA, Cornell University; Ph.D., Michigan State University—Associate Dean
Bruce L Oliver, BBA, MBA, University of Cincinnati; Ph.D., University of Washington—Professor
Daniel D. Tessoni, BSBA, St. John Fisher College; MS, Clarkson University; Ph.D., Syracuse University—Assistant Professor

Decision Science Faculty

John E. Ettlie, BS, MS, Ph.D., Northwestern University—Professor; Director, Technology Management Center
A. Erhan Mergen, BS, Middle East Technical University, Turkey; MS, Ph.D., Union College—Professor
Thomas F. Pray, BS, MS, Clarkson University; Ph.D., Rensselaer Polytechnic Institute—-Professor
William J. Stevenson, BSIE, MBA, Ph.D., Syracuse University—Associate Professor

Finance and Economics Faculty

Steven C. Gold, BA, BS, Rutgers University; MA, Ph.D., State University of New York at Binghamton—Professor
Chun-Keung (Stan) Hoi, BS, MS, University of North Texas; Ph.D., Arizona State University—Assistant Professor
Jeffrey P. Lessard, BSBA, University of New Hampshire, MBA, Plymouth State College; MA, Ph.D., University of Arkansas—Professor
Ashok J. Robin, MBA, Ph.D., State University of New York at Buffalo—Associate Professor
Thomas D. Hopkins, BA, Oberlin College; MA, Ph.D., Yale University—Professor; Dean

Management Faculty

David C. **Baldridge,** BS, MBA, University of Michigan; Ph.D., University of Connecticut—Assistant Professor
Robert J. Barbato, BA, LeMoyne College; Ph.D., Michigan State University—Associate Professor
Richard DeMartino, BA, Roanoke College, MPA, Ph.D., University of Virginia—Assistant Professor

Andrew J. DuBrin, AB, Hunter College; MS, Purdue University; Ph.D., Michigan State University—Professor
A. Clyde Hull, BA, Yale University; MB, MBA, Ph.D., Indiana University—Assistant Professor
David McHardy Reid, BS, University of Salford; MS, University of Manchester; Ph.D., University of Edinburgh—Professor; Director, Center for International Business and Economic Growth
Sandra L. Rothenberg, BS, Syracuse University; MS, Ph.D., Massachusetts Institute of Technology—Assistant Professor
Donald O. Wilson, BS, Oklahoma State University; MS, MPA, University of Southern California; Ph.D., University of California at Irvine—Assistant Professor
Stelios C. **Zyglidopoulos,** MS, Pitchion, Graduate School of Industrial Studies MBA, Ph.D., McGill University—Assistant Professor

Management Information Systems Faculty

Jack S. Cook, BS, MA, MBA, University of South Dakota; MS, Ph.D., Washington State University—Associate Professor
Carlos Ferran-Urdaneta, BS, MS, Universidad Metropolitana, DBA, Boston University—Assistant Professor
Daniel A. Joseph, BS, Niagara University; MA, State University of New York at Albany; MBA, Ph.D., State University of New York at Buffalo—Associate Professor
Koffi N'Da, BS, Inset, Abidjan, Cote d'lvoire (Ivory Coast); MS, Ph.D., Laval University, Quebec City, Quebec—Assistant Professor
M. Pamela Neely, BS, State University of New York at Buffalo; MS, University of Colorado; Ph.D., State University of New York at Albany—Assistant Professor
Victor J. Perotti, BS, MS, MA, Ph.D., Ohio State University—Assistant Professor
Quiang (John) Tu, BS, MS, Xian Jiaotong University; Ph.D., University of Toledo—Assistant Professor

Marketing Faculty

Deborah Colton, BA State University of New York at Buffalo; MBA, Rochester Institute of Technology; Ph.D., University of South Carolina—Assistant Professor
Eugene H. Fram, BS, ML, University of Pittsburgh; Ed.D., State University of New York at Buffalo—Professor
Wen Gong, BS, Beijing University; MBA, University of Business and Economics; Ph.D., George Washington University—Assistant Professor
Patricia A. Sorce, BS, Kent State University; MS, Ph.D., University of Massachusetts—Associate Professor
Philip R. Tyler, BS, Rochester Institute of Technology; MBA, DBA, Michigan State University—Associate Professor
Stanley M Widrick, BS, Clarkson College of Technology; MBA, State University of New York at Buffalo; Ph.D., Syracuse University—Professor

Special Appointments

Albert J. Simone, Ph.D., Massachusetts Institute of Technology—President, Rochester Institute of Technology; Professor

Accounting

0101-703   Financial Accounting Systems
An introduction to accounting as an information system used by business enti-
ties to report their financial performance to interested outside parties. The
course will focus on financial statements that are generated under Generally
Accepted Accounting Principles. Issues will include income determination, val-
uation of assets and liabilities, revenue and expense recognition, and financial
statement analysis. Credit 4

0101-704   Accounting Theory I
A comprehensive exposure at an intermediate level to accounting theory and
practice. Emphasis is placed on applying underlying accounting theory to com-
plex accounting measurement problems. The effects of alternative methods are
considered throughout the entire course. (0101-703) Credit 4

0101-705   Accounting Theory II
Continuation of Accounting Theory I with emphasis on equity and special mea-
surement and reporting problems. Topics include the statement of cash flows,
pension, leases, revenue recognition, and investments. (0101-704) Credit 4

0101-706   Cost Accounting
A thorough study of the principles and techniques used to accumulate costs for
inventory valuation and managerial decision making. Includes problems and
procedures relating to job order, process and standard costs systems, with par-
ticular attention to the problems of overhead allocation, activity-based costing,
measuring the costs of quality and control. (0101-703) Credit 4

0101-707   Advanced Accounting & Theory
Analysis and evaluation of current accounting thought relating to the nature,
measurement and reporting of business income and financial position; concepts
of income in relation to the reporting entity; attention to special areas relating to
consolidated statements, foreign currency statement translation, governmental
and not-for-profit accounting. (0101-705) Credit 4

0101-708   Auditing
The theory and practice of auditing examined; critical study of auditing proce-
dures and standards in the light of current practice; measurement and reliance
of internal control, covered by case studies; modern auditing techniques by sta-
tistical sampling and electronic data processing applications; audit reports and
the legal liability exposure of auditors. (0101-705) Credit 4

0101-709   Basic Taxation
Study of federal income taxation, emphasizing tax planning for individuals and
unincorporated businesses. Topics covered include income measurement and
the deductibility of personal and business expenses. (0101-703) Credit 4

0101-710   Advanced Taxation
A continuation of Basic Taxation. Emphasis is on the tax treatment of property
transactions and the taxation of business entities. This course also covers the use
of technology to prepare complex returns and to research tax issues. (0101-709)
Credit 4

0101-730   Business Law I
An introduction to law and ethical considerations in the areas of contracts, cred-
itors' rights, agency, partnership, corporations, bailments, and international law
in a global economy. Credit 4

0101-731   Business Law II
Topics of business law with ethical considerations intended to help prepare stu-
dents for the CPA exam. Topics from the Uniform Commercial Code include:
sales, commercial paper and secured transactions, and personal and real prop-
erty. Regulation of the securities market, liability of accountants, and interna-
tional law also are discussed. (0101-730) Credit 4

0101-794   Cost Accounting for Manufacturing Environment
A first course in accounting for students specializing in computer integrated
manufacturing systems (CIMS) or manufacturing management and leadership
(MM&L). The course will introduce the routine internal accounting systems and
accounting processes used by manufacturing firms, specialized techniques used
to evaluate efficiency and effectiveness of manufacturing operations, form and
content of manufacturing financial statements and additional topics relevant to
manufacturing firms. The course should not be taken by those with a program
concentration in accounting. Credit 4

Management

0102-740   Organizational Behavior & Leadership
This is a first course in management. Students will explore models for managing
behavior of individuals and teams in organizations. Topics include motivation,
team building, conflict resolution, leadership, organizational change and man-
aging organizational cultures. Teaching techniques include class discussion,
case studies, team exercises and team presentations. Credit 4

0102-741   Managing Organizational Change
This course examines the various theories and approaches currently used by
behavioral science practitioners to assist organizations in implementing change.
The features of successful change in organizations will be discussed, with an
emphasis on the structural, technological, motivational, interpersonal, and
social aspects of organizational change. Other topics include methods of man-
aging the change process in organizations, overcoming resistance to change, the
role of the change agent, organizational restructuring, and business process re-
engineering. (0102-740) Credit 4

0102-745   Social & Political Environment of Business
The course illuminates the role of ethics, social ideology and government policy
and regulation in guiding business decisions and in providing the conditions
for successful competitive activity. Special attention is given to the role of busi-
ness in assessing technological opportunity and risk, managing product liability
and victim compensation, directing the corporation in a manner consistent with
the public policy on the natural environment and developing policies that
assure fair treatment of the diverse individuals in the workplace. Credit 4

0102-746   Management & Career Development
Study and application of current methods of developing managers, with a pri-
mary emphasis on career development of both managerial personnel in general
and the person taking this course. Implications of current technological devel-
opments for training, replacement, and advancement of managerial personnel
are discussed. Insight is also provided into the organizational function of man-
agement development. (0102-740) Credit 4

0102-750   Human Resource Management
This course focuses on the importance of managing human resources with an
awareness of the needs of the business and of the legal and regulatory environ-
ment. Attention is given to the increasing organizational need to have greater co-
operation among top management HR managers, line managers and employees.
Students will become familiar with the functions of staffing, appraising and com-
pensating employee performance, training and organizational development and
establishing and maintaining effective work relationships. (0102-740) Credit 4

0102-753   Field Experience in Business Consulting
Students nearing the completion of their program work in consulting teams to
assist local small firms and entrepreneurs. Problems are isolated and solutions
then developed. A team consultant's report is prepared for the firms/entrepre-
neurs. (0101-703,0104-721,0105-761) Credit 4

0102-756   Power & Influence
Power and influence processes are pervasive and an important part of organi-
zational life. This course has as its objectives enhancing the understanding of
these processes and increasing the student's skills in using them. Topics covered
include the conditions under which power and politics are more likely to dom-
inate decision processes, assessing the relative power of various actors, under-
standing the basis for their positions on issues, the sources of both individual
and departmental power, power and influence strategies and tactics, and some
functional and dysfunctional aspects of organizational politics for both individ-
uals and the organizations involved. (0102-740) Credit 4

0102-757   Management & Leadership
Interpersonal aspects of managerial work, managing key individual work rela-
tionships (bosses, peers and subordinates), use of communication and leadership
skills as a key aspect of effective management. The course deals with individual,
interpersonal, group and organizational aspects of leadership. (0102-740) Credit 4

0102-758   Seminar in Management

A presentation of current specialty topics within the broad field of management. Seminar topics have included organizational power and politics, improving individual and managerial effectiveness, managerial control systems, employee and labor relations, organization development, macro and micro aspects of technology management, business ethics and total quality management. The course topic for a specific quarter will be announced prior to the course offering. (0102-740 or consent of instructor) Credit 4

0102-759   Competitive Strategy

Strategic management decisions involve cross-functional integration of different management disciplines. As a capstone course, this course integrates and encourages use of what was learned in previous business courses. The objective is to gain insights into developing strategies for sustained competitive advantage. Topics include analysis of mission and visioning, general environmental trends, industry attractiveness, value-chain analysis, core competencies, business and corporate-level strategies, etc. The case method will be used to identify effective business and corporate-level strategies for firms and industries under dynamic competitive conditions. The workload in this capstone course tends to be considerably heavier than average. (All other required core courses) Credit 4

0102-760   Managing in a Global Business

An analysis of business behavior and organization in the European community, Eastern bloc countries, the Pacific Basin, and the U.S. with particular emphasis on values, authority, individual and group relations, labor-management ties, risk tolerance, and motivational techniques. The course will prepare students to recognize different values and cultural factors in the global business community and how these shape and determine appropriate management behavior. The problems and opportunities of transferring management practices from one culture to another will also be examined. (0102-740) Credit 4

0102-763   Behavioral Skills for Managers & Professionals

The course provides the opportunity to develop individual and interpersonal skills that enhance managerial performance in today's high-performance organization. Each participant is given the opportunity to perform in each of the major skill dimensions, given evaluative feedback and given the opportunity to incorporate the implications of that feedback into additional performance opportunities. Course participants are also provided with the opportunity to assess their career work preferences and to compare them with the performance expectations of managerial positions. The administrative styles of each participant are also assessed, and the impact of the behaviors that flow from each style on the perceptions and performance of others in the organization is clarified. Credit 4

0102-770   Business Research Methods

This course concerns the development, presentation, and use of research in managerial decision making. Included are the processes by which meaningful research problems are generated, identification of the relevant literature, rationalizing the research design, and interpretation of findings. Students typically work in small groups to execute a research project in one of the functional areas of management. (0106-782) Credit 4

0102-770   Business Research Methods

This course concerns the development, presentation and use of research in managerial decision making. Included are the processes by which meaningful research problems are generated, identification of the relevant literature, rationalizing the research design and interpretation of findings. Student typically work in small groups to execute a research project in one of the functional areas of management. (0106-782) Credit 4

0102-775   Business Ethics

Ethical issues involved in individual and corporate conduct will be examined. Topics include ethical hazards in modern organizations; creating an ethical climate in an organization; honesty; whistle blowing; environmental ethics; ethics in advertising and sales, financial management and personnel management; and the role of character and virtues in effective leadership. Special attention is also given to the ethical assumptions of major corporate strategic decisions. Credit 4

0102-785   Ethics in Technology-Intensive Environments

The course confronts graduate students with a wide variety of ethical dilemmas in business and other professional career environments, including government and not-for-profits, which are inherently technologically intensive; areas such as information technology and the life sciences. This exposure is important—even vital—as individuals are likely to encounter such difficult situations throughout their careers. More than their technical proficiency, their ability to effectively deal with ethical dilemmas will shape their professional successes and failures. Credit 4

0102-799   Independent Study

A supervised investigation and report within a business area of professional interest. The exact content should be contained in a proposal for review, acceptance, and assignment to an appropriate faculty member, who will provide supervision and evaluation. Appropriateness to written objectives and ability of faculty will be included in the review and consideration for acceptance. (Permission of instructor and graduate department) Credit 4

International Business

0102-780   **Global Business Environment**
The course focuses on issues related to business political economy and the complexity of international business. Topics include trade theory; evolving political, regulatory, and economic environments; the multinational corporation; host country relations; direct foreign investment; and managing across national boundaries. (0103-705) Credit 4

0102-782   **Global Issues & Strategies**
This capstone course will focus on either contemporary issues and problems in international business or regional studies analysis (e.g., Europe, Eastern Bloc, Pacific Basin). It will emphasize faculty-directed student research projects. (0102-780) Credit 4

0102-760   **Managing in a Global Business**
An analysis of business behavior and organization in the European community, Eastern bloc countries, the Pacific Basin, and the U.S. with particular emphasis on values, authority, individual and group relations, labor-management ties, risk tolerance, and motivational techniques. The course will prepare students to recognize different values and cultural factors in the global business community and how these shape and determine appropriate management behavior. The problems and opportunities of transferring management practices from one culture to another will also be examined. (0102-740) **Credit 4**

0104-760   **Finance for Global Business**
This course has a specific focus on international business problems that are financial in nature. Topics include an examination of the international environment the firm operates in, international investment, exchange rates and the management of risks arising from shifting exchange rates, and the problems of short and long term asset and liability management. (0104-721) **Credit** 4

0105-766   **Marketing in a Global Business**
This course has a specific focus on the international marketing challenges facing firms operating in developing and developed country markets. Topics will include an examination of the international environment and its impact on marketing decisions, international pricing and promotion, product-market entry and penetration strategies, and how to organize international marketing operations for maximum effectiveness. (0105-761) Credit **4**

Economics

0103-705   **Economics for Managers**
This course focuses on the fundamental economic theories most useful for the management of the firm. Applications drawn from current economic events are utilized to better understand the internal and external environments of the firm and to help managers formulate effective business strategies and policies. Although no prior knowledge of economics is required, this is more than just a survey or principles course. Some important intermediate level economics tools of analysis (both microeconomic and macroeconomic) are introduced to provide managers with the skills necessary to apply economics in a meaningful way to business decision making. (0106-066 algebra or equivalent) **Credit 4**

0103-711   **Microeconomics**
This is an intermediate microeconomic theory course with applications. The fundamentals of consumer behavior theory, market demand, and the theory of the firm are stressed with applications. Also, resource allocation and product distribution as fundamentals to management and to understanding the role of a firm in an economy. Credit 4

0103-712   **Macroeconomics**
This is an intermediate macroeconomic theory course with applications. A basic framework of product and money market equilibrium is explored with applications in fiscal and monetary policy. An understanding of major aggregate economic relationships is developed, as well as economic policy. **Credit 4**

Finance

0104-721   **Financial Analysis for Managers**
An examination of basic financial theories, techniques, and practices relating to the valuation, pricing, and selection of capital/financial assets and the definition, evaluation, and management of corporate risk. Topics include: time value of money, valuation, capital asset pricing, risk and diversification, cost of capital, capital budgeting techniques. (0101-703 prerequisite, 0103-705 or 0103-711 and 0106-782 as pre or corequisite) Credit 4
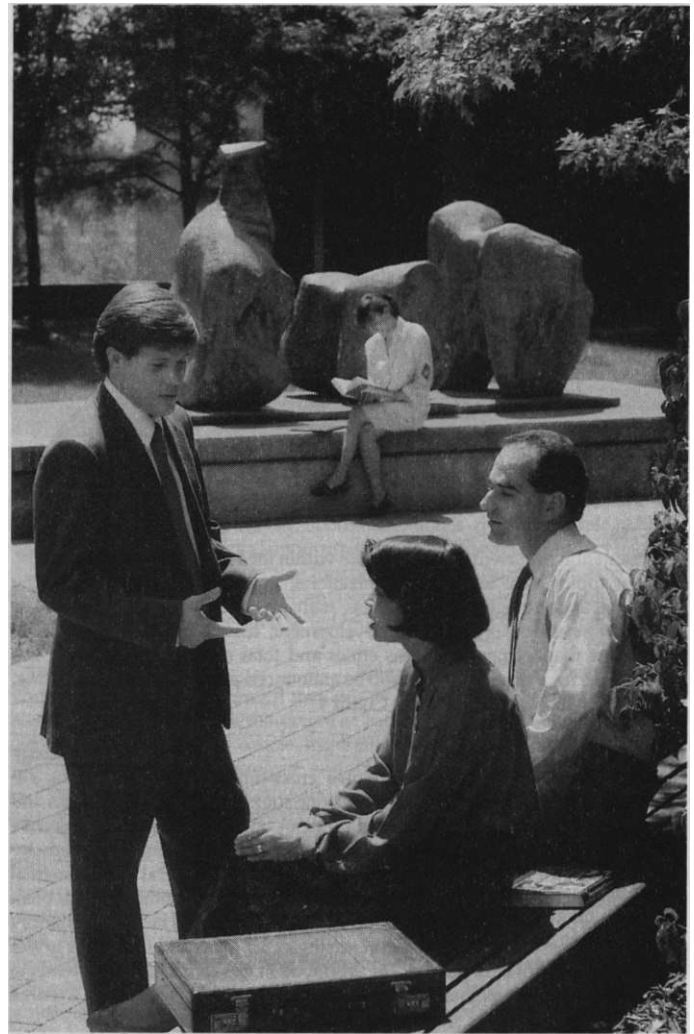
0104-722   **Financial Management II**
This course emphasizes the theories, techniques, and practices associated with capital structure decisions, equity and debt restructuring, dividend policy, financial forecasting, working capital management, financial analysis, financial control, and leasing. (0104-721) **Credit** 4

0104-724   **Problems in Corporate Finance**
This course is designed to give the student greater in-depth understanding of contemporary problems in finance. The focus will be on state-of-the-art techniques of corporate financial management from both a theoretical and practical perspective. Examples of specific topics include: working capital management, capital asset acquisition, capital structure, financial analysis, dividend policy, financial strategy and special topics. The case approach will be the primary method of instruction. The emphasis will be on the analytical and decision making techniques used to develop acceptable solutions. (0104-721,722) Credit 4

0104-725   **Securities & Investments**
Study of securities and other investment media and their markets. Analysis of investment values based on fundamental analytic procedures, technical analytic procedures, and the impact that modern portfolio theory has on the value of financial assets. Topics include return, growth, risk, accounting procedures, tax considerations and the impact of various institutional arrangements on value determination. (0104-721) Credit 4

0104-730   **Financial Institutions & Markets**
An examination of the role of financial intermediation in the economy. The existence of regulations and the expanding level of competition among intermediaries are discussed. The importance of interest rate risk and hedging such risk is extensively covered. Topics include regulatory laws, gap analysis, hedging duration gap exposure, bank performance, pension funds, insurance companies and mutual funds. (0104-721) **Credit** 4

0104-732   **Portfolio Theory**
This course extends the knowledge of risk and return in a portfolio context to active portfolio management. The measurement and evaluation of portfolio performance are analyzed. The importance of asset allocations, international diversification and pension fund management and the use of a wide range of derivative securities to manage risk are explored. (0104-721) **Credit** 4

0104-734   **Working Capital Management**
This course is an examination of the management of current assets and current liabilities. Emphasis is placed upon cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. (0104-721) **Credit** 4

0104-740   **Futures & Options**
This course focuses on financial derivative securities. Their role in financial management is becoming increasingly important, especially in portfolio management. This course covers valuation of various options and futures as well as their use in risk management. Specific topics include option and futures pricing models, option strategies and contemporary topics such as index arbitraging. (0104-721) **Credit** 4

0104-760   **Finance for Global Business**
This course has a specific focus on international business problems that are financial in nature. Topics include an examination of the international environment the firm operates in, international investment, exchange rates and the management of risks arising from shifting exchange rates, and the problems of short and long term asset and liability management. (0104-721) **Credit** 4

Marketing

0105-758   **Seminar in Marketing**
Topics to vary: for example, business-to-business e-commerce. This seminar focuses on assessing the extent to which business-to-business e-commerce tools (e.g., Internet, extranet, EDI) have changed the ways in which marketing channels function. Major strategic channel issues covered include auctions, exchanges, marketing communications, pricing, inside selling, sales force automation, branding and partnerships. (0105-761) Credit 4

0105-761   **Marketing Concepts**
An introduction to the field of marketing stressing its role in providing customer satisfaction. Emphasis will be on determining customer needs and wants and how the marketer can satisfy those through the controllable marketing variables of product, price, promotion, and distribution. Credit 4

0105-762   **Advanced Marketing Management**
A course designed to give the student an in-depth knowledge of middle- and upper-level marketing problems and processes. Topics include the tools used by marketing managers and the role of total quality management in the development, implementation, and control of marketing plans. **(0105-761) Credit** 4

0105-763   **Buyer Behavior**
A study of the determinants of consumer and business buying behavior. (0105-761) Credit 4

0105-764   **Channel Management**
This course involves a study of the elements and management of marketing channels. A marketing channel is viewed as an interorganizational system involved with the task of making goods, services and concepts available for consumption by enhancing their time, place and possession utilities. The course focuses on how institutions can effectively and efficiently transmit things of value from points of conception, extraction and/or production to points of value consumption. (0105-761) Credit 4

0105-765   **Sales Management**
A course centered around the role, activities, and tools employed by sales force managers. The importance of continuous improvement and of defining and meeting the requirements of both internal and external customers is presented as the foundation of effective sales management. (0105-761) Credit 4

0105-766   Marketing in a Global Business
This course has a specific focus on the international marketing challenges facing firms operating in developing and developed country markets. Topics will include an examination of the international environment and its impact on marketing decisions, international pricing and promotion, product-market entry and penetration strategies, and how to organize international marketing operations for maximum effectiveness. (0105-761) Credit 4

0105-767   Marketing Communications
This course presents an in-depth view of the promotional tools of advertising, sales promotion, and public relations. Students will develop a comprehensive promotion plan, beginning with the marketing strategy and ending with implementation and evaluation. (0105-761) Credit 4

0105-770   Professional Selling
A critical examination of the challenges and opportunities provided by professional selling. Selling concepts, tools, strategies and tactics will be discussed, observed and practiced. Students are exposed to and experience some of the problems faced and rewards earned by those in professional sales. (0105-761) Credit 4

0105-771   Marketing Research Methods
This course provides an overview of marketing research and practice, especially the methods of measuring, examining, and predicting factors that affect the marketing process. Students will learn about the process of conducting surveys and experiments that includes the following: determining customer requirements, questionnaire design, telephone, mail, and electronic surveys, sampling plan design and data analysis. (0105-761, 0106-782 or equivalent) Credit 4

0105-772   Marketing on the Internet
This course is designed to expose students to the many ways in which marketing concepts and strategic marketing issues can be enhanced through effective use of the Internet and related technologies. The course focuses on both business to consumer and business to business environments. Specific attention is given to the understanding and implementation of on-line competitive advantage through successful brand management, effective competitive intelligence and the pursuit of a customer focused digital marketing mix. The course emphasizes practical application in the form of research papers and real world domestic and international consultancy assignments. (0105-761) Credit 4

0105-773   Database Marketing
This course provides the student with the application of database management to the challenges of relationship marketing. The students will be taught Microsoft ACCESS software program, after which they will apply the information from an analysis of a database to design a relationship marketing plan. (0105-761, 0106-782) Credit 4

Production & Operations Management

0106-743   Operations Management
Study of the management of production/operations and improvement of processes. Encompasses both manufacturing and services. Topics include operations strategy, quality planning, control and improvement, project management, planning for and control of job, batch and high volume operations (forecasting, capacity and materials planning, scheduling, inventory management, JIT, supply chain management), international operations, and current issues. (0106-782 or equivalent, pre- or corequisite) Credit 4

0106-744   Project Management
A study in the principles of project management. This course focuses on the leadership role of the project manager, roles and responsibilities of the project management team members, and various tools and techniques for project planning and control. Considerable emphasis is placed on statements of work and work breakdown structures. This material is presented using a combination of lecture/discussion, group exercises, and case studies. Credit 4

0106-745   Quality Control & Improvement
Study of total quality management (TQM), including Deming's philosophy, quality planning, quality cost principles, problem-solving methods and tools, the use of statistical methods for quality control and improvement, supplier relations, reliability concepts, and recent developments in quality. The course focus is on the management and continuous improvement of quality and productivity in manufacturing and service organizations. (0106-782 or equivalent) Credit 4

0106-747   **Managing Manufacturing Resources**
This course focuses on the effective management of resources in manufacturing companies. Views are: (1) manufacturing strategy from a business prospective, (2) business process improvement, including change management, (3) human resource management-current relationships between companies and employees, issue of compensation and diversity, and personal career management, (4) risk management— how to identify, access and control those risks which are key, and (5) value/supply chain management, including strategic make-buy decisions, types of cooperative relationships with other firms, and related planning/control systems. (For MS in manufacturing management and leadership) Credit 4

0106-749   **Manufacturing Strategy & Tactics**
This course integrates the skills learned in operations management with the fundamental disciplines of accounting, financial, and marketing management. Key focuses in the course are manufacturing strategy, the creation and maintenance of a culture for continuous improvement, and the management of change. Manufacturing is investigated in a global context, including the foreign and domestic firms and the strategies and tactics employed by them. The viability of an economy without a manufacturing base is questioned. Teams develop, execute, and report on a manufacturing strategy audit. (0106-743 or equivalent) Credit 4

Decision Sciences

0106-066   **Graduate Math Review**
Two-part graduate math course for students requiring review of basic algebra and statistics. Either or both parts may be required. Part I, basic review of algebra; Part **2,** basic review of statistics. Credit 0

0106-782   **Statistical Analysis in Decision Making**
A course in applied statistics emphasizing inference (estimation and testing). Topics to be covered include sampling distribution, estimation, test of hypothesis for single and two populations, statistical quality control methods, linear, multiple regression and model-building methods. (0106-066, statistics or equivalent) Credit 4

Management Information Systems

0112-700   **Information Technology Hardware & Software**
This course is designed to present the issues of rapid computer system changes, increased computer power and speed, reduced computer size, new peripherals and changes in user interaction. This course presents these issues of computing systems architectures and operating system software using a systems view. **Credit 4**

0112-710   **Management Information Systems Concepts**
This course is an introduction to the conceptual and theoretical foundations of management information systems and their role in modern organizations. The course will provide students with the concepts, tools, and techniques needed to understand and interpret information management issues, such as how to best incorporate information technology into an organization, from a managerial perspective. Due to the importance of e-commerce and enterprise resource planning (ERP) systems in modern organizations, special emphasis will be given to them throughout the course. Credit 4

0112-720   **Systems Analysis & Design I**
This course provides students with fundamental knowledge and skills required for successful analysis of problems and opportunities and the design and implementation of information systems. Provides students with knowledge and experience that will be useful in determining systems requirements and developing a logical design. Credit 4

0112-725   **Data Management**
This course discusses issues associated with data capture, organization, storage, extraction and modeling for planned and ad hoc reporting. Enables student to model data by developing conceptual and semantic data models. Techniques taught for managing the design and development of large database systems including logical data models, concurrent processing, data distributions, database administration, data warehousing, data cleansing, and data mining. Credit 4

0112-735   **Network Technology**
This course is designed to give students basic knowledge of the networking strategies that are utilized within the corporate IS environment. Emphasis is on the current trends in local area networking as they relate to business needs. Class sessions are composed of lectures and discussions. (0106-700) **Credit** 4

0112-755   **Information Systems Management**
This course involves the study of information systems (IS) management and focuses on issues and problems faced by managers of information technology. Topics include information systems planning, computer- integrated manufacturing, systems development, establishment of IS standards, e-business, and other management principles relevant to IS. The course utilizes Harvard cases and research papers to illustrate important concepts. (0112-710) **Credit** 4

0112-760   **Integrated Business Systems**
This course provides hands-on experience with the navigation of the SAP R/3 systems and the concepts and technologies associated with enterprise systems integration. Topics include an overview of enterprise resource planning (ERP) systems, the concepts and technologies required to integrate the systems of large business organizations, and hands-on experience using SAP software. **Credit** 4

0112-761   **Business Process Design & Workflow Analysis**
This course focuses on the procedures, tools, and concepts necessary for evaluating, building, and revising business processes within an organization. It introduces the standard systems analysis and design life cycle for defining and refining processes. Tools used in the course include object-oriented workflow design tools selected from ARIS, Rational Rose, Visio Professional and the workflow design tools that are part of SAP R/3. (0112-760 or permission of instructor) **Credit** 4

B. Thomas Golisano College of Computing and Information Sciences
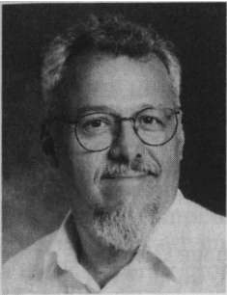
Jorge L. Dfaz–Herrera, Dean

The B. Thomas Golisano College of Computing and Information Sciences (GCCIS) offers master of science degrees in computer science, information technology, and software development and management and an advanced certificate in interactive multimedia development. The programs offer the most current computing technology and are supported by extensive laboratory facilities. Courses are offered during the day and evening, allowing full- or part-time study. Information technology and software development and management are also offered online.

GCCIS is the newest college at RIT, having been formed in the summer of 2001. It focuses on the computing disciplines in the broadest sense. Included in the college are the departments of computer science, information technology, and software engineering and the IT lab. Interdepartmental and intercollege cooperation are basic to its function.

The college has more than 60 faculty, 3,000 students, more than 20 technical and support staff, and extensive facilities dedicated to teaching and research and development.

The computer science and information technology departments have degree programs at die associate, baccaluareate, and master's levels. Both offer extensive evening courses that allow these degrees to be full- or part-time. Software engineering offers the bachelor of science degree.

Faculty

Any academic department or program can be only as strong as its faculty. The GCCIS faculty is dedicated to teaching, applied research, and professional development, with an emphasis on student involvement and career preparation. Most have significant industrial experience in addition to outstanding academic credentials. Faculty members provide leadership in implementing innovative teaching techniques and in anticipating and meeting the needs of students and our industrial partners.

Resources

The highly technical nature of the GCCIS programs demands excellent facilities and equipment. Each department has extensive laboratories containing powerful PCs and workstations and appropriate, up-to-date software. Labs are available to students 16-18 hours a day except when being used for designated course sections. Internet, dial-up network, and Web access are also provided, insuring that our students have the tools necessary to complete their assignments and projects.

To provide space for this equipment, a new 25-thousand-square-foot building was erected in 1999 and is being expanded by 90 thousand square feet. This allows both general-use and specialized labs, such as home networking and computer vision. When the building is complete, most of the college will be housed in it and a contiguous building, which contains the IT lab. This proximity will encourage joint projects as well as interaction among students in different programs.

PROGRAMS

MASTER OF SCIENCE DEGREES IN:

Computer Science
Information Technology
Software Development and Management

ADVANCED CERTIFICATES AVAILABLE IN:

Interactive Multimedia Development

Online learning option available
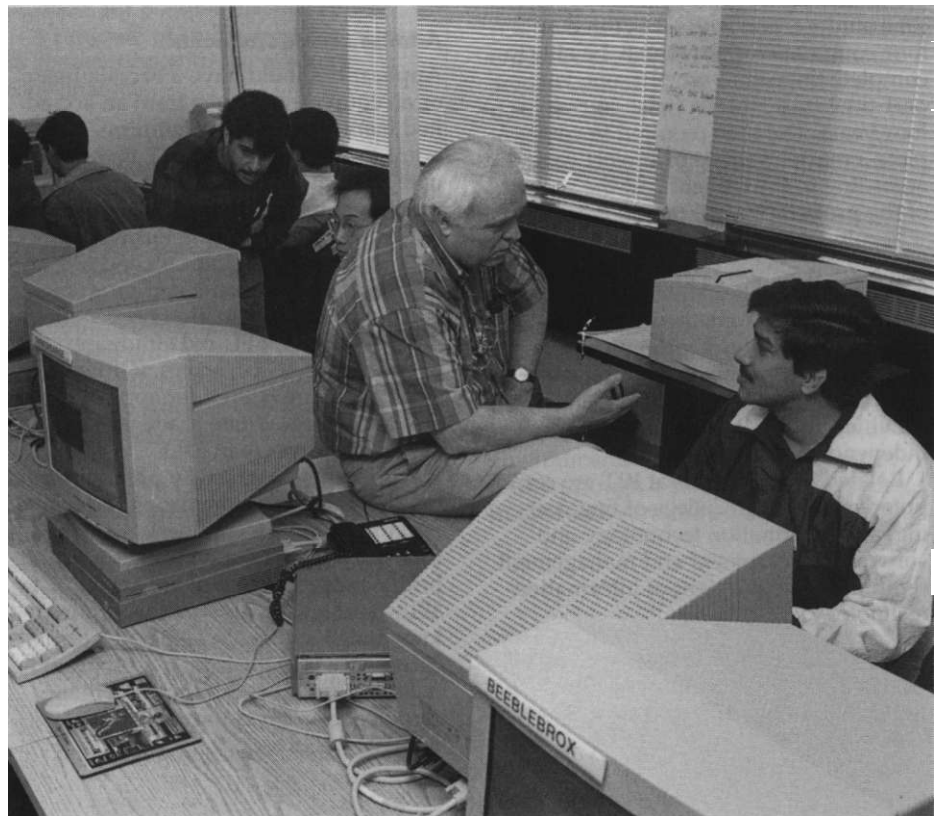
Computer Science

Margaret M. Reek, *Acting Chairperson*
Roger S. **Gaborski, Ph.D.,** *Graduate Coordinator*

The computer science MS program at RIT has a core curriculum, which is designed to give students a solid background in the theoretical principles underlying the field, and a wide variety of electives, which provide the opportunity to become proficient in current software technology. The core ensures that graduates take with them the intellectual tools necessary to keep up-to-date in this rapidly evolving discipline, while the electives prepare our graduates to engineer modern computing systems and contribute in all aspects of the systems' life cycles. Students can also prepare for academic or research careers in computer science or a related discipline as well as further academic study.

The program is designed for students who have an undergraduate major or minor in computer science as well as those who have a strong background in a field in which computers are applied, such as engineering, science or business. Students can concentrate in distributed, parallel and network computing; systems hardware and software; programming languages; data communications; artificial intelligence; or theory of computing.

Computer science graduate courses are generally offered in the afternoon and evening. Some of our graduate students are employed and are pursuing the degree on a part-time basis. A full-time student, one who takes three or four courses per quarter, may be able to complete the course work in one year; part-time students can finish in two to four years. The time required to complete a master's thesis or project varies according to the student and the scope of the project; two quarters is typical.

Faculty members in the department are actively engaged in consulting or research in the area of artificial intelligence, computer vision, computational combinatorics and distributed computing systems. There are many opportunities for graduate students to participate in these activities for thesis or project work and independent study.

Related MS programs at RIT are computer engineering (College of Engineering) and information technology and software development and management (both in the department of information technology).

Computer facilities

The computer science department provides extensive facilities for students and faculty. The hardware associated with these facilities represents current technology, including:
- a graduate lab with 17 Sun Ultra 10 workstations and a graduate library
- more than 100 Sun Ultra 10 workstations
- a networking/distributed systems lab with 10 dual processor Pentiums and its own internal network

These computers operate under the UNIX operating system.

Computer science students also have access to the computers in the information technology labs (more than 100 PCs and Macs) and RIT's main Information and Technology Services facilities, as listed in the Student Services section of this catalog.

Ethernet is used to integrate the above systems and to connect the Graduate Computer Science Laboratory with other RIT computing facilities. These graduate networks are also available to support departmental research, theses, projects and course work. All students have full access to the Internet and the World Wide Web.

Graduate students have Internet access and are encouraged to use home computers. (The RIT bookstore carries computer equipment and software and provides discounts for RIT students.)

Master of Science in Computer Science

Admission requirements

Applicants should have a baccalaureate or an equivalent degree from an accredited institution and a minimum grade point average of 3.0 (B). RIT undergraduate students in computer science, computational math, biomedical computing, or computer engineering technology may study for both their BS and MS degrees through accelerated programs.

Applicants from foreign universities must submit TOEFL and Graduate Record Exam (GRE) scores. (GRE scores also can be considered for applicants whose undergraduate grade point average is lower than 3.0.)

Applicants must satisfy prerequisite requirements in mathematics and computer science (listed below). If an applicant lacks any of these prerequisites, bridge program courses are available to allow students to achieve the required knowledge and skills. Generally, formal acceptance into the master's program is deferred until the applicant has made significant progress through these necessary courses.

The prerequisites are:

Mathematics

Differential and Integral Calculus
Probability and Statistics
Discrete Mathematics

Computing

Experience with a modern high-level language (e.g., C++, Java)
Data Structures
Assembly Language Programming
Software Design Methodology
Introductory Computer Architecture and Digital Logic
Operating Systems
Programming Language Concepts (including Lisp)

The bridge program

Students whose undergraduate preparation or industrial experience does not satisfy the above content or grade point requirements may make up these deficiencies through up to a year of study, taking one or more of the following RIT courses, as prescribed by the graduate coordinator.

Mathematics

1016-251,	Calculus
252, 253	
1016-351	Probability & Statistics (Calculus based)
1016-265	Discrete Mathematics

Computing

4003-231	Computer Science I
4003-232	Computer Science II
4003-233	Computer Science III
4003-334	Computer Science IV
	OR
4003-234	Accelerated Computer Science I
4003-235	Accelerated Computer Science II
4003-335	Computer Science IV
	OR
4003-707	Advanced Programming
4003-335	Computer Science IV
	AND
4003-704	Computer Organization
4003-708	Introduction to Digital Design
4003-709	Programming Language Concepts
4003-713	Operating Systems

If any bridge courses are indicated in a student's plan of study, the student has been admitted on the condition that he or she will successfully complete the bridge program courses with a B or better in order to be fully accepted into the program. All remaining bridge program courses must be completed with a grade of at least B; courses with lower grades must be repeated. Although bridge program courses are not part of the 45 credits required for the master's degree, their grades are included in a

student's graduate grade-point average unless the courses were taken before matriculation.

A bridge program can be designed in ways different from that described above. Often, other courses can be substituted, and courses at other colleges can be applied. (See the *Computer Science Graduate Studies Handbook* for more details.) All programs must be approved by the graduate coordinator.

The curriculum

The graduate program of study is composed of the computer science graduate core, electives, advanced electives and a thesis paper or project for a total of 45 credits.

There are two tracks to the degree, the thesis track and the project track.

The thesis track consists of:
- Six required ("core") courses (22 credits),
- Electives (8 credits),
- Advanced electives (8 credits),
- Master's thesis (7 credits).

The project track consists of:
- Six required ("core") courses (22 credits),
- Electives (12 credits),
- Advanced electives (8 credits),
- Master's project (3 credits).

The computer science core consists of six courses:

4005-700	Foundations of Computing Theory
4005-710	Programming Language Theory
4005-720	Computer Architecture
4005-730	Distributed Operating Systems I
4005-800	Theory of Computer Algorithms
4005-893	Graduate Seminar

Students with a strong background in a core area may receive permission from the program coordinator to replace a core course with some other course, generally in the same area.

Electives and advanced electives are shown below; advanced electives are indicated by "†."

4005-704	Complexity & Computability
4005-705	Cryptography
4005-709	Topics in Computer Science Theory †
4005-711	Compiler Construction †
4005-719	Topics in Programming Languages
4005-729	Topics in Computer Architecture †
4005-731	Distributed Operating Systems II †
4005-735	Parallel Computing I

4005-736	Parallel Computing II †
4005-739	Topics in Operating Systems †
4005-740	Data Communications & Networks I
4005-741	Data Communication & Networks II
4005-749	Topics in Data Communications †
4005-750	Introduction to Artificial Intelligence
4005-751	Knowledge-Based Systems †
4005-755	Neural Networks and Machine Learning †
4005-756	Genetic Algorithms †
4005-757	Intro, to Computer Vision †
4005-759	Topics in Artificial Intelligence †
4005-761	Computer Graphics I
4005-769	Computer Graphics II †
4005-771	Database Systems
4005-772	Database System Implementation

Students also may include elective courses from other RIT departments' graduate offerings. See www.cs.rit.edu/~csdoc /graduate for a list of approved courses. Other departments' courses are primarily for their own majors and may have prerequisites that may not be approved for degree credit.

Electives provide breadth of experience in computer science and applications areas. Students who wish to include courses from departments outside of computer science need prior approval of the graduate coordinator. Refer to the course descriptions in the departments of computer science, engineering and business for possible elective courses.

A program of study must be designed in cooperation with the graduate coordinator.

The master's thesis or project

A thesis paper or project forms the capstone of the MS program. In order to register for either, a student must complete the graduate seminar and submit an acceptable proposal to the computer science faculty.

Requirements for the degree must be completed within seven years of the the date of the oldest course counted towards the student's program. Bridge courses are excluded.

Financial aid

Scholarships and graduate assistantships are available in the department of computer science. Information may be obtained from:

Graduate Program Coordinator, Department of Computer Science Rochester Institute of Technology 102 Lomb Memorial Drive Rochester, N.Y. 14623-5608 E-mail: gradinfo@cs.rit.edu

Information Technology

Edith A. Lawson, *Chairperson*

The information technology department offers an MS degree in information technology, an MS degree in software development and management, as well as a program of study leading to an advanced certificate in interactive multimedia development. Graduate courses are given at times of the day convenient to both part-time and full-time graduate students—usually late afternoon and evening. Both MS degree programs will take at least five or six quarters to complete. The advanced certificate may be accomplished in one calendar year.

The master of science in information technology enables graduates to contribute to the emerging interdisciplinary field of information technology in a variety of capacities. Students will learn a systematic approach to the design of information technology solutions to contemporary problems, including business and education. They also will develop skills in needs analysis for information technology. They will be able to design and develop interactive, multimedia-based information applications. Students will develop a strategic and technical understanding of networks and communication systems. Finally, students will be able to apply cognitive and organizational theories to the design of information technology applications and systems.

The master of science in software development and management provides students with state-of-the-art preparation for a broad spectrum of software engineering-related careers. Graduates acquire a solid base of technical and design skills along with insights into the importance of project management for software development. This program is also offered in a distance delivery format.

The advanced certificate in interactive multimedia development provides an opportunity for students to gain firsthand knowledge and expertise in the art and science of interactive multimedia design. As interactive technologies advance, the content and form of projects change, but the theme of our work is the enhancement of human communication in electronic environments. Students explore related issues through a series of six core courses in interactive multimedia development.

Laboratory facilities

The computing facilities of the department of information technology are driven solely by curricular needs.

Many of our courses are laboratory-based. In these courses, students have scheduled laboratory time each week with an instructor. The instructor provides a structured laboratory experience, reinforcing concepts covered in lecture. Some courses are taught in "studio format", in which the course meets in a specially designed classroom that supports integrated lecture and hands-on learning.

Due to our cross-platform commitment, our labs contain Windows and Macintosh platforms. In addition, Unix is used in several specialized labs. Students use these labs to design and develop cross-platform applications. From the capture of media (sound, video, and print materials) to production of Web sites and computer based training, IT has ample resources on both platforms for editing and creating content and authoring multimedia for stand-alone computers and delivery via the Internet.

The open labs provide students with access to computing resources outside of scheduled lab time and provide students with technology similar to what they will use after graduation. Many of our students not only use the labs, but also work as lab assistants, adding a practical application dimension to their experiences.

In addition to general laboratory facilities for student support, the IT department has developed specialized laboratories for its concentrations in the areas of networking, system administration, multimedia, programming and database implementation and administration.

The IT networking lab is designed to facilitate network exploration. The lab consists of stations where each one has two PCs, a Macintosh, a router and a hub. Each of the PCs runs "sniffer" software, making each a network analyzer. Additional equipment can be brought to the station from the equipment cage as needed for labs, including cable testers, breakout boxes, additional hubs, crimping tools, V.35 cables for serial routing, etc. In addition, each station is cabled to the lab infrastructure to allow each station to be its own sub-network in the lab network, or to be directly connected to the lab network, which provides many possible topologies.

The IT systems administration lab is designed to facilitate experimentation in network management and system administration. Each station contains four PC compatible computers. Normally, these are configured as a Windows Server, a Windows workstation, and two Unix platforms. However, students can re-configure these machines as required and save their configurations using disk-imaging software on the lab image server. Images of the machines can be quickly saved and restored to make this an extremely flexible lab. There are lab-wide servers and a networking infrastructure to enrich the computing environment. The main switch/router in this lab affords four sub-networks per station. Additional hardware and software is available from the equipment cage to allow students to configure more complex topologies.

The IT database lab is designed to facilitate experimentation with client/server database concepts. The lab consists of stations where each one consists of four machines: a Unix-based ORACLE server; two Windows-based servers that can be configured to support a Web server or one of several database packages; and a client machine. Students begin by configuring single-user; 1-tier environments and progress to multi-tier networked configurations, where multiple clients interact with an ORACLE database through a Web server.

The IT multimedia lab includes a mix of high-end Windows and Macintosh Systems, several of them being dual-monitor systems provided especially for multimedia work. Most of the systems support audio acquisition. There are several stations for image acquisition and digital and analog video capture. The lab has several still and video digital cameras available for student use. Students have access to a dedicated 3D-camera set-up and video and audio streaming servers for class projects.

The IT computing facilities are connected to the gigabit RIT campus backbone with an OC3 connection to the Internet. Students have access to our facilities via Ethernet in their dorm rooms or vial dial-up PPP connections from off-campus locations. DSL and high speed cable modem access is available in the surrounding community. Institutional facilities provide a location for students to develop their own presence on the Web. The overall campus facilities have consistently been rated in the top twenty universities by national surveys.

The general and specialized IT laboratory facilities makes our environment one of the most up-to-date for undergraduate and graduate exploration of Web site design, networking and software development in any university in the United States.

Master of Science in Software Development and Management

The software development and management degree program enables the matriculated student to study, develop and become proficient in the practices, methodologies and techniques at all levels in the software development process. The program is designed for students whose undergraduate majors are in a computing discipline. Ideally, students should have a background in software development before entering the program.

The underlying principle of this curriculum is that software development is a manageable process—that the problems encountered now and in the future will be amenable to solutions based on sound managerial methodology and reasoned application of technology. This program is designed for part-time study at a distance (on-line learning).

Admission requirements

Applicants should have a baccalaureate or equivalent degree from an accredited institution and a minimum cumulative grade point average of 3.0 (B). Applicants must submit two professional recommendations.

Applicants from foreign universities must submit Graduate Record Examination (GRE) scores. The GRE score is also recommended from those whose undergraduate grade point average is less than 3.0. Since this is a part-time program, visa forms can not be issued by RIT.

Applicants whose native language is other than English must take the TOEFL examination; a score of at least 570 (paper based) or 230 (computer based) is required. Applicants with a lower TOEFL score may be admitted conditionally and will take a prescribed program in English along with a reduced program course load.

Prerequisites

It is expected that students wishing to enter the master's program will have experience in the software development process and a solid background in object-oriented programming (C++, Visual Basic, or Java).

If a student does not have the necessary background, bridge courses are provided to allow students to meet these prerequisites. Formal acceptance into the master's program is possible even though the applicant must accomplish some additional bridge program courses.

The bridge program

Students whose undergraduate preparation or industrial experience does not satisfy the prerequisite can make up these deficiencies through study, taking one or more of the following RIT courses, as prescribed by the graduate program coordinator.

Students are encouraged to have programming experience in the Java language. However students who for work-related reasons would prefer another object-oriented language may complete this prerequisite in another language with prior approval of the graduate program coordinator.

Java programming language
4002-217	Programming for Information Technology I*
4002-218	Programming for Information Technology II*
or	
4002-318	Java for Programmers* (requires prior programming experience)
or	
4002-700	Computer Programming & Problem Solving
4002-703	Algorithms & Data Structures
or	Java for Programmers

(requires prior programming experience)

Visual Basic programming language
4002-518	Visual Basic for Programmers* (requires prior programming experience)

C++ programming language
4002-716	C++ Programming Workshop

(requires prior programming experience)

* This course is not available through online learning. Please contact the Graduate Program Coordinator for an appropriate substitution.

The bridge program courses are not part of the 48 credits required for the master's degree. Grades for bridge courses are not included in a student's graduate grade point average if taken *before* matriculation; they are included if taken *after* matriculation.

A bridge program can be designed in ways different from that described above. Other courses can be substituted, or courses at other colleges can be applied. Contact the graduate program coordinator for approval.

The curriculum

The graduate program of study consists of 48 quarter credit hours comprising the project management cluster, the software development cluster, the application development cluster, two professional electives and the software development project. An optional cooperative work experience is possible.

The project management cluster consists of three courses:
4002-820	Economics of Software Development
4002-830	Project Management
4002-831	Process Management

The software development cluster consists of three courses:
4002-710	Object Technologies
4002-720	Data Object Development
4002-725	Component Development

The application development cluster consists of three courses:
4002-819	Integration Technologies
4002-820	Database Integration
4002-825	Systems Architecture

Two professional electives

4002-895	Software Development *and* Management Capstone

Electives (8 credits)

The electives may be chosen from information technology, computer science, computer engineering, electrical engineering or business. Graduate courses from other departments also may be appropriate with the approval of the graduate program coordinator.

Cooperative education

An optional cooperative educational experience (co-op) is available for those students who wish to participate in order to gain industrial experience. Students register for course 4002-999, Graduate Cooperative Education, for 0 credits and at no cost. The Office of Cooperative Education and Career Services will help students find a co-op position, but students may find positions on their own. Normally, students should have completed at least half of the course work before finding a co-op position.

Financial aid

Partial tuition assistance scholarships are available from the department of information technology for students who are not receiving significant financial aid from their employers.

Information

Additional information may be obtained by contacting:

Graduate Program Coordinator
Department of Information
  Technology
Rochester Institute of Technology
102 Lomb Memorial Drive
Rochester, N.Y. 14623-5608

E-mail: gradinfo@rit.edu
Telephone: 585-475-6179

Master of Science in Information Technology

The MS in information technology is a unique and flexible program that allows the student to craft his or her own program of study within the broad range of computing disciplines. Students build upon a core requirement in current themes in information technology. The specialty areas include interactive multimedia development, learning and performance technology, telecommunications technology, project management, electronic commerce and software development. In addition, students have the option of choosing courses from among the wide variety of imaging and technical fields offered within RIT, such as computer animation and computer graphics design. The degree, with the core course and selected concentrations, is also available in the distance delivery format.

Admission requirements

Applicants should have a baccalaureate or equivalent degree from an accredited institution and a minimum cumulative grade point average of 3.0 (B). Applicants must submit two professional recommendations.

Applicants from foreign universities must submit Graduate Record Examination (GRE) scores. These scores may be required from those whose undergraduate grade point average is less than 3.0.

Applicants whose native language is other than English must take the TOEFL examination; a score of at least 570 (paper based) or 230 (computer based) is required. Applicants with a lower TOEFL score may be admitted conditionally and will take a prescribed program in English along with a reduced program course load.

Prerequisites

It is expected that students wishing to enter the master's program will have a background in fundamental information technology concepts including object-oriented programming, computer hardware and networking, and Web site design and multimedia concepts.

Students without the necessary background should complete the prerequisites before applying to the program. Courses are available to satisfy the prerequisites.

Bridge program

Students whose undergraduate preparation or industrial experience does not satisfy the prerequisite can make up these deficiencies through study, taking one or more of the following RIT courses, as prescribed by the graduate program coordinator.

Object-Oriented Programming

4002-217   Programming for Information Technology I*, and
4002-218   Programming for Information Technology II*
   or
4002-318   Java for Programmers*
(requires prior programming experience)
   or
4002-700   Computer Programming & Problem Solving, and
4002-703   Algorithms & Data Structures
   or
4002-714   Java for Programmers (requires prior programming experience)

Hardware

4002-340   Computer Concepts and Software Systems
   or
4002-709   Fundamentals of Computer Hardware

Networking

4002-341   Data Communication and Computer Networks
   or
4002-733   Fundamentals of Computer Communication

Multimedia and Website Design

4002-320   Intro. Multimedia: Internet and Web*
   or
4004-741   Fundamentals of Web-Based Multimedia*

* This course is not available through online learning. Please contact the Graduate Program Coordinator for an appropriate substitution.

The bridge program courses, other than 4002-714, Java for Programmers, are not part of the 48-quarter credit hours required for the master's degree. Grades for bridge courses are not included in a student's graduate grade point average if taken *before* matriculation; they are included if taken *after* matriculation.

A bridge program can be designed in ways different from that described above. Other courses can be substituted, or courses at other colleges can be applied. Contact the graduate program coordinator for approval.

Curriculum

The master of science in information technology consists of 48 credit hours of graduate study. The curriculum consists of a core course with a choice of concentrations and electives.

Core course	Credit
4002-718 Current Themes in Information Technology	4

Concentrations (36 credits)

Course numbers in parenthesis indicate required prerequisite courses.

Application Development

4002-714 Java for Programmers (a two-course programming sequence in a language other than Java)	4
4002-710 Object Technologies (4002-714 or knowledge of Java)	4
4002-821 Database Integration (completion of bridge)	4

Prerequisite: This concentration requires at a minimum a two-course object-oriented programming sequence or equivalent pre-approved background / experience. If the student has solid experience in Java programming (equivalent to 4002-714), one of the following may be substituted with prior approval as the third course:

4002-835 Software Testing and Inspection (4002-710)	4
4002-725 Component Development (4002-710)	4

Networking

4002-815 Intro to Routing & Switching (4002-342)	4
4002-816 Intro to Network Administration (4002-342 and 4002-402)	4
4002-822 Intro to Network Programming (knowledge of programming and 4002-815)	4

Prerequisites: This concentration has three prerequisite courses: 4002-340, Computer Concepts and Software Systems, (prerequisite to MS program); 4002-733, Fundamentals of Computer Communication (a prerequisite to the MS program); and 4002-342 Internetworking Lab (undergraduate course). These must be taken before any of the courses and is another prerequisite to the MS program.

The course 4002-402, OS Scripting, will count as an elective for your MS program or can be part of another concentration.

Web Site and Multimedia Development

Web Site and Multimedia Development Study in Web site and multimedia development can be focused in several areas as discussed below.

Interactive Multimedia Development

4004-745 Foundations of Human-Computer Interaction	4
4004-737 Website Design and Technology (4004-741)	4
4004-730 Interactive Media Implementation (4004-741 and a two-course programming sequence)	4

Prerequisite: 4004-741, a prerequisite course. This is the introductory/foundation concentration for this curricular area. It is intended for students who do not have prior background in Web site design and interactive media development but would like to either do a 3-course overview concentration or prepare for more in depth study in this area (one of the other concentrations below).

Multimedia Application Development

4004-746 Programming for Interactive Multimedia (4004-730)	4
4004-729 Introduction to VRML (4004-737 and 4004-746)	4
4004-738 Multi-User Media Spaces (4004-746)	4

Prerequisites: 4004-730 and 737 from the introductory concentration above.

Multimedia Authoring

4004-742 Interactive Multimedia Development (4004-741 and 4004-745)	4
4004-728 Writing for Interactive Media ((4004-742)	4
4004-535 Network-based Multimedia (4004-737)	4

Prerequisites: 4004-741, which is a prerequisite course, and 4004-745 and 4004-737, which is part of the introductory concentration above. (A maximum of three (3) undergraduate **IT** courses can be used in the MS program.)

Web Application Development

4004-739 Programming for the World Wide Web (4004-737 and a two-course programming sequence)	
4004-751 Web-Database Integration (4004-739 and a database course)	
4004-xxx an advanced elective in Web development	

Prerequisite: Completion of a two-course programming sequence (program prerequisite), 4004-737, from the introductory concentration above, an introductory database course or higher, and any other prerequisites as appropriate for the chosen elective.

Game Programming

4004-729	Introduction to VRML (4004-737 & 4004-746)	4
4002-734	2D Graphics Programming (4002-714 or 4004-746)	4
4002-735	3D Graphics Programming (4002-734)	4

Prerequisites: Completion of a two-course programming sequence or equivalent background / experience, plus 4004-741, 4004-730, and 4004-737 or equivalent.

Human-Computer Interaction

4004-745	Foundations of Human-Computer Interaction	4
4004-748	Usability Engineering (4004-745 and 4004-730)	4

And one of the following courses:

4004-755	Advanced Topics in HCI (4002-748)	4
4002-892	CSCW and GroupWare (4004-745)	4
4002-749	Usability Testing (4004-748 and a Statistics course)	4

Prerequisites: This concentration requires completion of the core course or equivalent pre-approved background / experience. Students also need a solid background in Web technology, including 4004-730 or equivalent pre-approved background/experience.

Learning and Performance Technology

4002-722	Fundamentals of Instructional Technology	4
4002-723	Interactive Courseware	4
4002-724	Performance Support Systems Design	4

Telecommunications Technology

4002-745	Transmission Systems	
4002-850	Network Planning & Control	4

and one of the following

4002-750	Distributed Systems	4
4002-855	Telecommunications Policy & Standards	4
4002-860	Enabling Technologies & Trends	4

Project Management

4002-820	Economics of Software Development	4
4002-830	Project Management (4002-820 recommended)	4
4002-831	Process Management (4002-820 recommended)	4

Prerequisites: This concentration requires experience in the software development process plus intermediate-level programming skill. The faculty recommend that 4002-820 be taken prior to the other two courses.

Electronic Commerce

4002-871	Information Technology and Organizational Process	4
4002-872	Inter-Enterprise Computing	4
4002-873	Information Technology and Strategic Opportunity	4

Prerequisites: This concentration requires completion of all prerequisite and core courses or equivalent pre-approved background experience. Students need a solid background in programming, Web technology, data communications, and experience in the issues relevant to the field of information technology.

Special Topics

Students can use the special topics option to design a concentration with approval from the graduate program coordinator. Undergraduate information technology courses in systems administration and database may be used as a concentration with prior approval.

Electives (0 or 4 credits)

The electives may be chosen from information technology, computer science, computer engineering, electrical engineering or business. Graduate courses from other departments also may be appropriate with the approval of the graduate program coordinator.

Capstone experience (4 or 8 credits)

A master's project or thesis will be required to meet graduation requirements. The capstone experience should build upon the student's concentrations and electives. It is important that students plan their course work toward completing the project or thesis in their intent area of interest. Each student will assemble a capstone experience committee consisting of two faculty members (project) or three faculty members (thesis) who will evaluate the project or thesis.

Students will register for four or eight credits for their capstone experience depending on the scope of the work.

Students who do an eight-credit capstone will not take the elective.

Cooperative education

An optional cooperative education experience (co-op) is available for those students who wish to participate in order to gain industrial experience. Students register for course 4002-999, Graduate Cooperative Education, for zero credits (at no cost). The Office of Cooperative Education and Career Services will help students find a co-op position, or students can find positions on their own. Normally, students should have completed at least half of their course work before finding a co-op position.

Financial aid

Partial tuition assistance scholarships are available from the department of information technology for full-time and part-time students who are not receiving significant financial aid from their employers.

RIT is not a traditional research university that provides a large number of teaching and graduate assistantships. The department has a limited number of graduate assistantships for full-time students that are awarded for one academic year. The assistantships involve helping students in the department's courses or supporting the computing environment of the department. Applications are accepted up to March 31 and are awarded in April for the following academic year. Contact the IT department for a graduate assistantship application.

Information

Additional information may be obtained by contacting:

Graduate Program Coordinator
Department of
 Information Technology
Rochester Institute of Technology
102 Lomb Memorial Drive
Rochester, N.Y. 14623-5608

E-mail: gradinfo@rit.edu
Telephone: 585-475-6179

Advanced Certificate in Interactive Multimedia Development

Admission requirements

Undergraduate degree applicants should have a baccalaureate or equivalent degree from an accredited institution and a minimum cumulative grade point average of 3.0 (B). Two professional recommendations must be submitted.

Applicants whose native language is other than English must take the TOEFL examination; a score of at least 570 (paper based) or 230 (computer based) is required. Applicants with a lower TOEFL score may be admitted conditionally and will take a prescribed program in English along with a reduced program course load.

Prerequisites

With the advance of the multimedia field, knowledge of programming has become necessary to complete all of the courses. Students must have programming skills equivalent to one undergraduate course. Bridge courses are available to complete this requirement.

The curriculum

As interactive technologies advance, the content and form of projects change— the theme becomes one of enhancing human communication within electronic environments. This certificate provides an opportunity for students to gain first-hand knowledge and expertise in the art and science of interactive multimedia design. In this program, students explore the theories of interactive computing, fundamentals of interactive multimedia, programming in an authoring language, multimedia design, and the impact of networked technologies in such areas as the Internet. Projects include the development of Web sites and interactive multimedia titles.

The curriculum consists of six courses:

		Credits
4004-741	Fundamentals of Web-Based Multimedia	4
4004-730	Interactive Media Implementation	4
4004-737	Web Site Design & Technology	4
4004-742	Interactive Multimedia Development	4
4004-745	Foundations of Human Computer Interaction	4

And a multimedia elective from the 4004 courses. The curriculum can be completed in as few as three quarters.

Students will have at their disposal a variety of computer, video and digitizing equipment. Laboratory facilities are provided and frequently updated, often through collaborative efforts with other RIT departments.

Graduate Faculty
B. Thomas Golisano College of Computing and Information Sciences

Jorge L. Dfaz-Herrera, BS, Venezuela; MS, Ph.D., University of Lancaster, England—Dean

Department of Computer Science

Margaret Reek, BT, MS, Rochester Institute of Technology—Acting Department Chair; Professor

Julie A. Adams, BBA, BS, Siena College; Ph.D., MSE, University of Pennsylvania—Assistant Professor

Peter G. Anderson, BS, Ph.D., Massachusetts Institute of Technology—Professor

Jessica Bayliss, BS, California State University; MS, Ph.D., University of Rochester—Assistant Professor

Hans-Peter Bischof, BS, MS, University of Vim; Ph.D., University of Osnabriick—Assistant Professor

Warren Carithers, BS, MS, University of Kansas—Associate Professor

Henry Etlinger, BS, University of Rochester; MS, Syracuse University—Undergraduate Program Coordinator; Associate Professor

Roger S. **Gaborski,** BS, MS, State University of New York at Buffalo; Ph.D., University of Maryland—Graduate Program Coordinator; Professor

James Heliotis, BS, Cornell University; Ph.D., University of Rochester—Professor

Edith Hemaspaandra, BS, MS, Ph.D., University of Amsterdam—Associate Professor

Trudy Howies, B.Tech., MS, Rochester Institute of Technology—Assistant Professor

Fereydoun Kazemian, BS, Queen Mary College; MS, Pittsburgh State University; Ph.D., Kansas State University—Associate Professor

Stanislaw Radziszowski, MS, Ph.D., University of Warsaw—Professor

Kenneth Reek, AAS, BT, MS, Rochester Institute of Technology—Professor

Nan Schaller, BS, University of North Carolina; MS, Union College—Professor

Axel Schreiner, MS, Northern Illinois University; Ph.D., University of Illinois—Professor

Paul Tymann, BS, MS, Syracuse University—Associate Professor

James R. Vallino, MS, Ph.D., University of Rochester—Associate Professor (faculty member of Software Engineering Department)

Walter A. Wolf, BA, Wesleyan University; MS, Rochester Institute of Technology; MA, Ph.D., Brandeis University—Professor

Department of Information Technology

Edith Lawson, BS, University of Wisconsin at Stevens Point; MS, Rochester Institute of Technology—Department Chair; Associate Professor

Michael Axelrod, BS, Boston University; MFA, Rochester Institute of Technology—Assistant Professor

Kevin Bierre, BA, State University of New York College at Geneseo; MS, Cornell University and Rochester Institute of Technology—Assistant Professor

John A. Biles, BA, MS, University of Kansas—Undergraduate Program Coordinator; Professor

Dianne P. Bills, BA, University of Rochester; MS, Rochester Institute of Technology—Associate Department Chair; Graduate Program Coordinator; Associate Professor

Charles B. Border, BA, Plattsburgh State University; MBA, Ph.D., State University of New York at Buffalo—Assistant Professor

Deborah Coleman, BA, Empire State College; MS, Rochester Institute of Technology—Assistant Professor

Nancy Doubleday, BS, MS, Rochester Institute of Technology—Assistant Professor

Daniel Garrison, BS, Liberty University; MFA, Rochester Institute of Technology—Instructor

Gordon Goodman, BS, State University of New York at Binghamton; MS, Rochester Institute of Technology—Professor

Anne Haake, BS, University of South Carolina; MS, Rochester Institute of Technology; Ph.D., University of South Carolina—Assistant Professor

Bruce H. Hartpence, BS, MS, Rochester Institute of Technology—Assistant Professor

Tona Henderson, BS, Southwest Missouri State University; MS, University of Missouri—Instructor

Lawrence Hill, BS, MS, Rochester Institute of Technology—Assistant Professor

Edward Holden, BA, State University of New York College at Oswego; MBA, Rochester Institute of Technology—Assistant Professor

Catherine I. Irving, BA, BE, MS, Dalhousie University—Assistant Professor

Stephen Jacobs, BA, MA, New School for Social Research—Assistant Professor

Daryl Johnson, BS, St. John Fisher College; MS, Rochester Institute of Technology—Associate Professor

Donald A. **Joy,** BS, University of California at Berkeley; MS, Ph.D., University of Massachusetts—Associate Professor

Jai Rang, MA, Kent State University; MS, Georgia Institute of Technology; Ph.D., State University of New York at Buffalo—Assistant Professor

Daniel R. Kennedy, BS, MS, Rochester Institute of Technology—Assistant Professor

Stephen Kurtz, BA, University of Miami; MS, Rochester Institute of Technology—Professor

Jeffrey Lasky, BBA, University of New York; MBS, City University of New York; MS, University of Minnesota—Professor; Director, IT Lab

Elizabeth Lane Lawley, AB, MLS, University of Michigan; Ph.D., University of Alabama—Assistant Professor

James Leone, BS, University of Cincinnati; MA, Ph.D., Johns Hopkins University—Associate Professor

Peter Lutz, Ph.D., State University of New York at Buffalo—Professor

Sharon P. Mason, BS, Ithaca College; MS, Rochester Institute of Technology—Assistant Professor

Wiley R. McKinzie, BA, University of Wichita; MS, State University of New York at Buffalo—Professor; Dean, College of Applied Science and Technology

William Mark McVea, BS, Rochester Institute of Technology; Ph.D., Purdue University—Assistant Professor

Rayno Niemi, BS, MS, Ph.D., Rensselaer Polytechnic Institute—Professor

Elouise Oyzon, BFA, MFA, Rochester Institute of Technology—Instructor

Sylvia Perez-Hardy, BS, MBA, Cornell University—Assistant Professor

Ronald Perry, B. Tech, MS, Rochester Institute of Technology—Facilities Coordinator; Professor

Andrew Phelps, BFA, Bowling Green University; MS, Rochester Institute of Technology—Assistant Professor

Evelyn P. Rozanski, BS, State University of New York College at Brockport; MS, Syracuse University; Ph.D., State University of New York at Buffalo—Professor

Nirmala Shenoy, BE, ME, University of Madras; Ph.D., University of Bremen—Associate Professor

Jeffrey Sonstein, BA, MA, New College of California, San Francisco—Assistant Professor

William Stratton, BA, Ohio State; MA, Hunter College; MS, Ph.D., State University of New York at Buffalo—Associate Professor

Luther Troell, BS, MA, Texas A&I University; Ph.D., University of Texas-Austin—Associate Professor

Ronald P. Vullo, BS, LeMoyne College; Ph.D., University of Buffalo—Assistant Professor

Elissa M. Weeden, BS, MS, Rochester Institute of Technology—Assistant Professor

Timothy Wells, BS, Eastern Washington State University; MBA, California State, Bakersfield—Associate Professor

Keith Whittington, BS, Rensselaer Polytechnic Institute; MS, Nova Southeastern University—Assistant Professor

Michael A. Yacci, BS, Ithaca College; MS, Rochester Institute of Technology; Ph.D., Syracuse University—Professor

Adjunct Faculty—Computer Science and Information Technology

Ralph Longobardi, Ph.D., Syracuse University

Lois Rixner, MS, Rochester Institute of Technology

Daniel Sorrentino, MS, Rochester Institute of Technology

Information Technology

4002-700   **Computer Programming & Problem Solving**
An introductory course in computer programming for **non-programmers** using a contemporary programming language and software development environment. Topics covered include data representation, control structures, procedures and functions, arrays, records, file I/O, and recursion. Programming projects will be required. This is a prerequisite course and cannot be used to satisfy MS degree requirements in the information technology department. (Pre-calculus) **Class 4, Credit 4**

4002-703   **Algorithms & Data Structures**
This course is a continuation of the study of contemporary programming concepts begun in 4002-700 with a focus on data structures and data access techniques. Topics covered include data abstraction, data representation, traditional data structures (such as linked lists, trees, stacks, queues, hash tables, and sparse matrices), searching and sorting techniques, and file structures and maintenance. Programming projects will be required. This is a prerequisite course and cannot be used to satisfy MS degree requirements in the information technology department. (4002-700) **Class** 4, **Credit** 4

4002-709   **Fundamentals of Computer Hardware**
A study of the concepts of computer hardware design and organization needed for effective computer software design and system implementation. Topics include computer peripherals and interfacing techniques; Boolean algebra; digital logic design; integrated circuit logic families; central processing unit design; microprogramming; buses and addressing; interrupts and direct memory access; hierarchical memories; system performance evaluation; and survey of commercially available computers. (4002-700 & 4002-703) Class 4, Credit 4

4002-710   **Object Technologies**
This is a course in the principles and techniques of designing and implementing software objects. Current software environments are used to explore effective design methods and concepts. Topics include basic object design, class definition and syntax, object-oriented design, software quality and object evaluation. Software design and programming projects are required. (Completion of SD&M bridge or permission) **Class 4, Credit 4**

4002-714   **Java for Programmers**
An introduction to the Java programming language for experienced programmers. This course covers the creation of applets and application programs. Topics include: basic language concepts (declaring and evaluation of data, statements, expressions, control flow, and input/output), the development environment, the essentials of applet programming (URL, audio, image, test, animation), classes and objects, error handling, debugging, threads, and the client/server environment. Programming projects will be required. (Two-course object-oriented programming sequence not in Java) Class **4,** Credit **4**

4002-716   **C++ Programming Workshop**
A workshop in the C++ programming language intended for students to gain programming experience. This course will focus on modern programming concepts such as reusability, data abstraction, information hiding, exception handling and object-oriented design. Programming projects will be required. (4002-710 or permission of instructor) **Class** 4, **Credit** 4

4002-718   **Current Themes in IT**
This course provides entering graduate students in information technology with an overview of current theory and issues in the field. Topics covered would include social and cultural impacts of technology virtuality digital communication, and online communities. Using reading from a variety of books and periodicals, students will be presented with views on information technology in a social economic context. (4002-340 and 4002-717) Class 4, Credit 4

4002-720   **Data Object Development**
Introduction to analysis and design of data representations and data object implementation. Current software environments are used to explore effective database design and implementation concepts. Topics include conceptual modeling, methodologies, logical/physical database design, data query and manipulation, and transaction design. Database design and implementation project is required. (Completion of SD&M bridge) **Class 4, Credit 4**

4002-722   Fundamentals of Instructional Technology
The world of information technology offers the possibility of transforming the way that instruction is designed and delivered. However, few information technology professionals understand the methods and materials of instructional design. As a professional in information technology, a student may be responsible for designing instruction-either in a business or an educational context. This course enables the student to be able to plan, organize, and systematically develop instructional materials. The course uses an instructional systems design (ISD) model to analyze, design, deliver, and evaluate instruction. Class 4, Credit 4

4002-723   Interactive Courseware
Computer software that teaches is referred to as courseware. This course was designed to help you make the transition from "general" instructional design (4002-722/510) into the actual application of these principles in a computer-based environment. Although the basic principles of instructional design hold true in all media environments, using these teaching and learning principles is somewhat different when developing instruction that will be delivered by computer. This course teaches procedures that have already been successful in the design and development of courseware. (4002-722) Class 4, Credit 4

4002-724   Performance Support System Design
An electronic performance support system (EPSS) is a software technology, designed to give each user what he or she needs when he or she needs it. It is designed to enable skilled performance without training. An EPSS can be defined functionally, by what it does. The job of an EPSS is to help a worker perform his or her job better. Typical components of an EPSS encompass tutorials, drills, simulations, and hypertexts, but often include expert systems, help systems, and intelligent job aids. This course examines some of the relevant literature supporting EPSS and provides students with the opportunity to design and develop several different components of a performance support system. (4002-722 and a two-course programming sequence) Class 4, Credit 4

4002-725   Component Development
A programming course focused on the use, design and implementation of reusable software components. Students create and test components based on current technology. Issues of reusable design, quality, component libraries, and interoperability are included. Design and programming project is required. (4002-710) Class 4, Credit 4

4002-727   Digital Audio & Computer Music
Technologies and techniques for producing and manipulating digital audio and computer music are explored. Topics include digital representation of sound, synthesis techniques, digital audio recording and processing, MIDI and real-time performance issues, algorithmic composition, and application of digital audio to multimedia and Web production. Students also are required to pursue a related research topic that could lead to a master's project or thesis. (4004-730) Class 4, Credit 4

4002-733   Fundamentals of Computer Communication
An introduction to data communications and networking technology using the OSI model as a reference. The concepts and mechanisms underlying data communications and networking are explained. Fundamental issues related to data communications hardware and software are also explored. (4002-340) Class 4, Credit 4

4002-734   2D Graphics Programming
Use of an advanced graphics API to access hardware accelerated graphics. Discussion of scene graphs, optimizations, and integration with the API object structure. Advanced use of the API calls in production code to construct environments capable of real-time performance. (4002-714 and 4004-746) Class 4, Credit 4

4002-735   3D Graphics Programming
Use of a graphics API to access hardware accelerated graphics. Discussion of the API scene graph, 3D optimizations, and integration between the 2D graphics mode and a 3D immediate mode implementation. This course builds upon students' previous work and extends it in the construction of a fully functional 3D engine with library construction for game development. (4002-734) Class 4, Credit 4

4002-740   Switching Systems
Covers the telephone network for information technologists. Topics include an introduction to the public switched network in North America, digital switch architecture, call and feature processing, signaling and signaling systems, intelligent network architecture, introduction to traffic engineering and queuing theory, network switching methods, routing, congestion, and flow control. A switch simulation-programming project in C/C++ is required. (4002-733) Class 4, Credit 4

4002-745   Transmission Systems
This course focuses on details of transmission in wide area data networks. Included are discussions on analog and digital modulation, signal-to-noise ratios, sampling theory, transmission via copper, microwave, satellite, RF broadcast and fibre optics. Different types of transmission media will be compared with respect to bandwidth, error rates and cost effectiveness. Protocols and systems of interest to this course are SONET, ATM, frame relay, virtual circuits, fast/gigabit ethernet and xDSL. (4002-733) Class 4, Credit 4

4002-750   Distributed Systems
A study of the components necessary for distributed systems to be developed and deployed. Topics include basic models of distributed systems, basic network capabilities, interprocess communication, distributed objects and remote object invocation, operating system support, name services and security. (4002-733) Class 4, Credit 4

4002-810   Simulations & Learning Environments
A learning environment is an electronic environment in which students are provided resources from which to learn. These resources may include tutorials but are generally far more experiential in nature. A valuable component within a learning environment is an instructional simulation, which provides an opportunity for learners to interact with a safe, virtual world. Kolbs experiential learning theory is a theoretical framework that can be used for designing learning environments. This course provides theoretical background along with hands-on development. (4002-722,4002-216 or equivalent programming experience) Class 4, Credit 4

4002-815   Introduction to Routing & Switching
This course is a laboratory-based course on the establishment of a data stream across the Internet. The focus is on providing a TCP/IP data stream for higher level services to operate over. It is primarily concerned with the network layer and below. Protocol suites other than TCP/IP may be studied. Students will learn how to connect together computers in a network, and then how to connect the separate networks together to form an internetwork. Bridging and switching concepts are investigated (such as the resolution of bridging loops through the appropriate algorithms). Routed and routing protocols and algorithms are studied and implemented. (4002-342, corequisite: 4002-815 Lab) Class 3, Credit 4

4002-816   Introduction to Network Administration
An investigation of key network services. Topics include DHCP, DNS, LDAP, NetBIOS, and SNMP. As time allows, other related topics such as finger, ph, and whois will be explored. This course involves significant laboratory work. (4002-342 and 4002-402, corequisite: 4002-816 Lab) Class 3, Credit 4

4002-819   Integration Technologies
This course is an in-depth study of the major interoperability technologies. Exercises illustrate how modern integration technologies address the economic and technical issues related to the development of integrated systems. Programming projects are required. (Completion of the SD&M software technology cluster) Class 4, Credit 4

4002-820   Economics of Software Development
This course is an analysis of the factors that determine software cost, quality, and time to delivery. Topics include fundamentals of software development, identification of cost drivers, and analysis of productivity and quality data. Students use models to estimate software cost, delivery time, and operational reliability. (At least two years of software development experience and SDM bridge) Class 4, Credit 4

4002-821   Database Integration
This is a course in the principles and techniques of integrating components into information applications. Current software environments are used to explore effective principles and techniques. Topics include application specification and design, component integration techniques, application testing and verification. Software design and programming projects using components developed in the Software Technology Cluster are required. (Completion of SD&M software technology cluster) Class 4, Credit 4

4002-822   Introduction to Network Programming
Network Programming is a course in the writing of simple client/server programs, using the TCP/IP network protocol stack. It works through the establishment of simple connectionless communications, through connection-oriented communications, and to multi-client connection oriented communications. The objective is to expose the workings of TCP/IP at the transport layer and provide the student with experience in writing simple network applications. (4002-216 or 4002-218, and 4002-815; corequisite: 4002-822 lab) Class 4, Credit 4

4002-825   Systems Architecture
A programming course focused on the application of interoperability technologies. Students develop integrated systems based on software components, applications, databases, Web sites, heterogeneous operating systems, and networks. (4002-819) Class 4, Credit 4

4002-830   Project Management
This is a course in the methods and techniques of managing a software development project. Topics include defining project goals, work breakdown structure, defining tasks, project plans, estimation and scheduling techniques, work monitoring and measurements. (At least two years of software development experience & SDM bridge) Class 4, Credit 4

4002-831   Process Management
This is a course in the methods and techniques of managing a software development environment. Topics include development organization structure, team management, staff development, project selection and prioritization, cost/benefit analysis, role of standards, and organization communication. (At least two years of software development experience & SDM bridge) Class 4, Credit 4

4002-835   Software Testing & Inspection
Topics include testing schemes (black-box, white-box), integration schemes, validation testing, and graphic analysis. Reliability models (seeding, hazard) and software maintenance techniques and tools are covered. (4002-820) Class 4, Credit 4

4002-850   Network Planning & Control
This course will examine the issues related to planning new enterprise wide networks as well as implementing changes to existing networks. Students will learn to design a network based on identified needs and constraints. WAN technologies such as ATM and frame relay will be combined with LAN technologies in the design of an enterprise internetwork. (4002-745 and 4002-733) Class 4, Credit 4

4002-855   Telecommunications Policy & Standards
This course studies external forces on the telecommunications industry. These come from two principal directions: public policy and standards organizations. Public policy refers to the regulatory agencies that govern the industry. Both North American and European systems will be covered. Standards bodies and their role in the international standards arena will be discussed. Included will be CCITT, ANSI, ISO, and NIST. (4002-733) Class 4, Credit 4

4002-860   Enabling Technology & Trends in Telecommunications
This course endeavors to predict the effects of future technological innovations. To facilitate this, a number of new and promising technologies in transmission, switching, mass storage, processing, and other areas are studied. Included will be study of new software technologies such as systems integration strategies, software reusability, and object-oriented design methodologies. (4002-733) Class 4, Credit 4

4002-871   IT & Organizational Process
If organizations are to remain competitive they will need to reevaluate their basic business processes. The topic of process reengineering has become an intriguing issue as it places information technology solely as a key enabling technology within organizations. Information Technology offers new opportunities to integrate and improve the effectiveness of an organization's internal work process. This course discusses a variety of types of organizations and the ways that technology can be used for strategic advantage. (MSIT core or equivalent background/experience) Class 4, Credit 4

4002-872   Interenterprise Computing
Managers and technologists both need to be aware of the variety of new means of doing business. Information Technology has made it possible for multiple businesses to work together as an extended enterprise, sharing full access to vital information that enables them to do business more effectively. This course presents an in-depth study of alternative ways for organizations to conduct business electronically. Additionally, business can take advantage of current means of sharing information, via Internet and functioning as extended enterprises, and ways in which they are using Internet for commercial advantage. (MSIT core or equivalent background/experience) Class 4, Credit 4
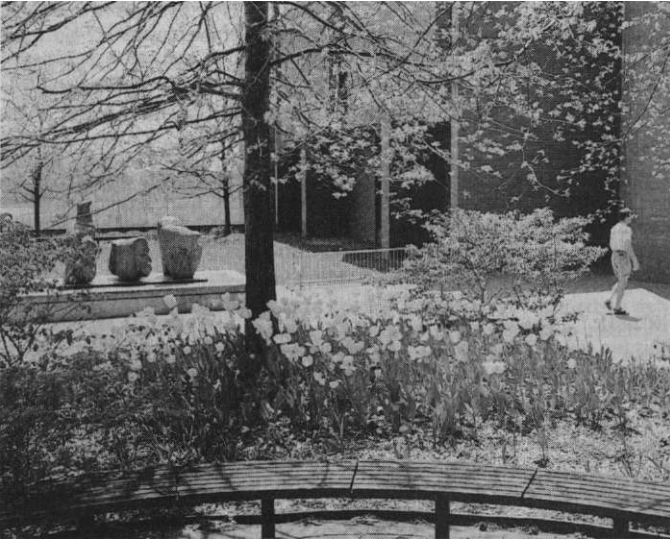
4002-873   IT & Strategic Opportunity
Using a variety of futuring techniques and exercises, this course prepares students to identify new strategic opportunities created by advances in information technology. The course looks at service organizations, manufacturing organizations, and also information organizations as described by Drucker. The course attempts to predict trends in technology within these types of environments, by looking for parallels in history, by mapping trends, and by examining the characteristics of new technologies according to their innovative characteristics. (MSIT core or equivalent background /experience) Class 4, Credit 4

4002-890   Graduate Seminars in Applied Computer Studies
Seminars on special topics are introduced in this course. Class 4, Credit 4

4002-892   CSCW & Group Ware
This course will examine the role of information technology in collaborative work settings. An overview of relevant theory, technologies, and standards will provide the context for examining the integration and strategic use of email distributed networking, the WWW, conferencing and enhanced messaging. (4004-745) Class 4, Credit 4

4002-893   Seminar Thesis & Project Preparation
This course provides a structure, methodology, and forum for the development of capstone experience proposal development and committee selection. (Two thirds of graduate course work not including prerequisite courses) Class 2, Credit 2

4002-895   Software Development & Management Capstone
A presentation demonstrating current awareness and understanding of trends impacting the software development and management field. Students prepare a portfolio summarizing their course work in the SD&M program and discuss the relationship of their course work to advances in software development technology and practice. (Enrollment in last quarter of study) Class 4, Credit 4

4002-897   MS Thesis
Capstone experience for the master of science in information technology program. Student must submit an accepted thesis proposal in order to enroll. Class 0-8, Credit 0-8

4002-898   MS Project
Capstone experience for the master of science in information technology. Student must submit an accepted proposal in order to enroll. (Permission of the graduate studies committee) Class 0-8, Credit 0-8

4002-899   Independent Study

4004-728   Writing for Interactive Media
As more of our communications are delivered on interactive, non-linear platforms, the information should be developed in ways that take advantage of these technologies. This course will focus on the creation of a variety of different hypermedia/multimedia documents designed, drafted, and delivered in hard copy and/or digital form. (4004-742) Class 4, Credit 4

4004-729   Introduction to VRML
This course will focus on basic and advanced concepts of 3D environment creation and implementation within the virtual reality markup language (VRML) specification implemented on the World Wide Web. Students will work individually and in groups to create VRML environments on their own home pages and in a larger scale group environment. (4004-737 and 4004-746) Class 4, Credit 4

4004-730   Interactive Media Implementation
Students will build on their understanding of basic media types to develop interactive user interfaces to rich-media content, such as video, audio, graphics, and text. They will learn to control and synchronize multiple media assets in a variety of environments utilizing authoring tools such as Macromedia Director. Students will design and implement applications that support a high level of interactivity and develop strategies for delivering these programs via CD-ROM and the World Wide Web. Programming will be required. (4004-741 or equivalent and 4002-231 or 4002-218 or a two-course program sequence) Class 4, Credit 4

4004-737   Web Site Design & Technology
Assuming a basic knowledge of HTML coding and Web page design, this class moves into large-scale site development, and an introduction to advanced Web technologies. Building on the Web page design concepts introduced in 4004-741, this course focuses on site design issues, including scalability, maintenance, and integration of Web technologies into the business or organizational context. Technologies introduced include cascading style sheets, dynamic HTML, basic JavaScript, and streaming media. (4004-741) Class 4, Credit 4

4004-738   Multi-user Media Spaces (MUMS)
The course will focus on the development of interactive applications that use network connectivity to allow multiple users to interact with each other in real time and in a persistent virtual community. The course will integrate multiple technologies dealing with connectivity, databases access, server-side logic and object oriented programming environments. Important human-computer interaction issues will be raised around the design and processes of messages and the traffic patterns generated by multi-user messaging (4004-746) Class 4, Credit 4

4004-739   Programming for the World Wide Web
The World Wide Web is no longer just linked, static HTML documents. Web pages can be generated dynamically and can interact with a user to modify pages on the fly, validate user inputs, and entertain. This course is a practical overview of several forms of programming that are used in the creation of interactive and dynamic Web content. It will enable students to develop Web pages and sites that incorporate both client-side and server-side programming by writing and installing new scripts and modifying existing scripts. (4004-737 and a two-course programming sequence) Class 4, Credit 4

4004-741   Fundamentals of Web-Based Multimedia
This class provides an introduction to Web-based multimedia development and implementation. Topics covered include uses of Web-based multimedia in business and historical contexts, differences between Web-based and stand-alone multimedia, basic HTML and Web page design, digital image creation and manipulation, and the incorporation of audio, video, and animated components in Web-based multimedia. Students will learn to use computer-mediated communication and Internet utilities in support of multimedia development. (Computer literacy) Class 4, Credit 4

4004-742   Interactive Multimedia Development
The development of interactive multimedia requires principles garnered from a variety of disciplines. Through readings, critiques, exercises and discussions, students will explore what makes an interactive multimedia application (or component of an application) successful and what types of applications are best suited to interactive multimedia. This course provides an introduction to the design of interactive multimedia drawing upon user interface design, task analysis, analysis of audience characteristics, and usability testing as well as design and editing principles from animation and video production. Using the hardware and software tools learned in the Fundamentals course, students will implement and test designs as individual components and as integrated elements of interactive multimedia for interactive and instructional applications. (4004-741 and 4004-745) Class 4, Credit 4

4004-743   Interactive Multimedia Project
The project course is a capstone experience. Having achieved some proficiency with the tools and concepts of interactive multimedia, students are expected to produce a significant work that can be used as a portfolio piece. Examples of interactive multimedia are examined and discussed. As CD-ROM is increasingly the medium of choice for distribution of interactive multimedia, design constraints for using read-only media are discussed. Techniques and principles for managing larger and more complex projects involving teams are examined. (4004-746) Class 4, Credit 4

4004-745   Foundations of Human-Computer Interaction
Human-computer interaction (HCI) is a field of study concerned with the design, evaluation and implementation of interactive computing systems for effective human use and with the study of major phenomena surrounding them. This course surveys the foundation concepts and major issues of the HCI field, including cognitive psychology, human factors, interaction styles, user analysis, task analysis, interaction design methods and techniques, and evaluation. The primary focus of this course will be on the users and their tasks. Class 4, Credit 4

4004-746   Programming for Interactive Multimedia
The goal of this course is to advance the student's programming skills for implementing multimedia. This course will include programming the computer to control graphics, text, audio and video images as well as implement navigational strategies, indexing of information, import and export of data. The course will look at both event-driven and time-driven models of interaction. Upon completion of the course, students will achieve an understanding of basic programming concepts such as control structures, variables and procedures as well as design strategies such as defining requirements, top-down and bottom-up design using applicable software engineering principles and iterative design involving users. Learning will be project-based and, whenever possible, directly related to ongoing projects. (4004-730) Class 4, Credit 4

4004-747   Topics in Interactive Multimedia
Interactive multimedia is a rapidly evolving field that is significantly influenced by changes in theory, storage media, computing hardware, authoring/presentation software and communication capabilities such as local and wide-area networks. In this course, students will be exposed to recent trends by hands-on development of interactive media projects. These will include development of interactive multimedia for use on multiple platforms, developing multimedia that can be accessed via the Internet, real-time interaction between users using networked multimedia and development of interactive CD-ROM-based multimedia. (4004-746) Class 4, Credit 4

4004-748   Usability Engineering
This team project oriented course stresses the importance of good software interfaces and the relationship of user interface design to human-computer interaction. Topics include: the usability engineering lifecycle, effective system design and development, usability heuristics, testing, assessment methods, and international user interfaces. This course focuses on the design, testing and development of effective user interfaces. (4004-745, 4004-730) Class 4, Credit 4

4004-748   Usability Testing
This project-based course will focus on the formation evaluation of user interfaces. Topics include: usability test goal setting, recruitment of appropriate users, design of test tasks, design of the test environment, test plan development and implementation, analysis and interpretation of the results, and documentation and presentation of results and recommendations. (4004-748 and Statistics) Class 4, Credit 4

4004-751   Web-Database Integration
An introduction to technologies, techniques, and contexts for developing dynamic Web sites that are driven by back-end databases. Builds on concepts of Web programming and multi-user relational databases introduced in prerequisite classes. (4004-739 and 4002-485) Class 4, Credit 4

4004-755   Advanced Topics in HCI
Human-computer interface (HCI) is an evolving field. This course is designed to study the current themes and advanced issues of HCI. Topics will vary depending upon current research and developments in the field. (4004-748) Class 4, Credit 4

Computer Science

4003-690   Seminar in Computer Science
Current advances in computer science. Open to graduate students and fourth- and fifth-year undergraduates. (Set by instructor) Class 1-4, Credit 1-4

Bridge Courses

4003-704   Computer Organization
A continuation of 4003-708, Introduction to Digital Design. Topics include instruction fetching, decoding and execution, CPU specification through a descriptive language, bus structures, microprogramming, interrupts, architectural differences, the assembly process, addressing, storage allocation, subroutines, parameter passing, looping, address modification, floating point representation, and simple I/O. Programming projects will be required. Alternative RIT offering: 4003-352 (4003-708), Data Structures and Algorithms. Credit 3

4003-705   Discrete Mathematics
The fundamental concepts of discrete mathematics which are necessary for understanding further mathematical foundations of computer science. Topics include: structures defined on finite sets, elementary symbolic logic, patterns of mathematical proof, vectors and matrices, graphs, combinatorics, formal languages, abstract mathematical systems. The relevance of the chosen topics to computer science and the applications of computers to these topics will be stressed. (College algebra, computer literacy) Class 4, Credit 4

4003-707   Advanced Programming
The goal of the course is to introduce the language Java. Topics include class design and implementation, inheritance, exceptions, files, threads, swing, network programming, and remote method invocation. We will use object-oriented technology as a means to an end to design and implement software solutions. Programming assignments are an integral part of the course. Class 4, Credit 4

4003-708   Introduction to Digital Design
An introduction to computer architecture and implementation. Topics include number systems, boolean algebra, combinatorial and sequential circuit design, flip-flops and adders, and storage mechanisms and their organization. Laboratory experiments introduce elementary integrated circuit building blocks including gates, flip-flops, counters, and elementary sequential circuits. Alternative RIT offering: 4003-351; corequisite 1016-265. Class 3, Credit 3

4003-709   Programming Language Concepts
A study of the syntax and semantics of a diverse set of high-level programming languages. The languages chosen are compared and contrasted in order to demonstrate general principles of programming language design. The course emphasizes the concepts underpinning modern languages rather than the mastery of particular language details. Programming projects will be required. Alternative RIT offering: 4003-450 (4003-704, algorithms and data structures, 4003-705 or 1016-265) Class 4, Credit 4

4003-713   Operating Systems
A general survey of operating system concepts. Topics include process synchronization, interprocess communication, deadlock, multiprogramming and multiprocessing, processor scheduling and resource management, memory management, overlays, static and dynamic relocation, virtual memory, file systems, logical and physical I/O, device allocation, I/O processor scheduling, process and resource protection. Programming projects will be required. Alternative RIT offering: 4003-440; MCC: CSC-212 (4003-704,4003-707) Class 4, Credit 4

Core and Elective Courses

4005-700   Foundations of Computing Theory
Introduction to the classical and contemporary theory of computation covering regular, context-free, and computable (recursive) languages with finite state machines, pushdown automata, and Turing machines. Basic concepts of computability theory. (Algorithms & Data Structures, 4003-705 or 1016-265) Class 4, Credit 4

4005-704   Complexity & Computability
This course provides an introduction to complexity theory and computability theory. It starts with an overview of basic complexity classes, with special focus on NP-theory. This is followed by a study of problems complete for NP and PSPACE, the Church-Turing thesis, and undecidability of a selection of classical problems. Some advanced topics in computability, like degrees of unsolvability, the recursion theorem, or Godel's incompleteness theorem will be discussed. (4005-700) Class 4, Credit 4

4005-705   **Cryptography**
The course is devoted to the review of basic cryptographic algorithms, their implementations and usage. Classical encryption techniques and those of Rivest-Shamir-Adleman and EL Gamal will be seen in depth, and an overview of several others will be presented. The course also presents authentication schemes and interactive proof protocols. Students will write a term paper, either theoretical based on literature or reporting a student's own implementation or experiments with a chosen cryptographic scheme. Depending on the size of the group, some or all students will give a presentation to the class. (Algorithms & Data Structures, 4003-705 or 1016-265) **Class** 4, **Credit** 4

4005-709   **Seminar Science of Programming**
Current topics in the field. The format of this course is a combination lecture and seminar. Students may register for this course more than once. Topics covered in the past include: arithmetic algorithms; data encryption; the Fast Fourier Transform; combinatorial optimization; logic. Programming projects may be required. (Set by instructor) **Class 1-4, Credit 1-4**

4005-710   **Programming Language Theory**
An introduction to the basic concepts of programming language design. It begins with a survey of the issues that are involved in the design and implementation of languages. Specific tools for the description of syntactic and semantic structure are introduced. The balance of the course is an analysis of programming language structure, using these descriptive tools to give precise form to the discussion. Programming assignments will be required. (4003-705 or 1016-265,4003-709) **Class** 4

4005-711   **Compiler Construction**
The structure of language translators, lexical and syntactic analysis, storage allocation and management, code generation, optimization, error recovery. Programming projects will be required. (4005-700, 710) **Class** 4, **Credit** 4

4005-719   **Topics in Programming Languages**
Current topics in the field. The format of this course is a combination lecture and seminar. Students may register for this course more than once. Topics covered in the past have included logic programming, data flow, functional or applicative, and object-oriented languages, programming language semantics, formal verification, XML. Programming projects will be required. (Permission of the instructor, completion of the Bridge Program) **Class 1-4, Credit 1-4**

4005-720   **Computer Architecture**
An introduction to computer architecture. Includes a survey of computer architecture fundamentals exemplified in commercially available computer systems, including classical CPU and control unit design, register organization, primary memory organization and access, internal and external bus structures, and virtual memory schemes. Alternatives to classical machine architecture, such as the stack machine and the associative processor, are defined and compared. Parallel processors and distributed systems are also presented, along with an analysis of their performance relative to nonparallel machines. Programming projects are required. (4003-707,4003-713) **Class** 4, **Credit** 4

4005-729   **Topics in Computer Architecture**
Current topics in the field. The format of this course is a combination lecture and seminar. Students may register for this course more than once. Programming projects will be required. (Permission of the instructor, completion of the Bridge Program) **Class 1-4, Credit 1-4**

4005-730   **Distributed Operating Systems I**
An introduction to the study of the hardware and software issues affecting the design of a distributed operating system. This course begins with an overview of processor networks and network protocols. It continues with the discussion of the issues that must be addressed in the design of a distributed operating system. The remainder of the course focuses on protocols and algorithms for handling process communication, synchronization, and coordination. (4003-709,4003-713) **Class 4, Credit 4**

4005-731   **Distributed Operating Systems II**
This course addresses the practical issues involved in the design of a distributed operating system. The following topics are discussed: implementations of the process environment, processor scheduling, file systems, and the management of distributed memory. Examples of specific implementations will be discussed. Other topics (e.g., security) may be covered, at the discretion of the instructor. A group or individual project, involving the design and implementation of one or more components of a distributed operating system, will be a major component of this course. (4005-730) **Class 4, Credit 4**

4005-735   **Parallel Computing I**
A study of the hardware and software issues in parallel computing. Topics include an introduction to the basic concepts, parallel architectures and network topologies, parallel algorithms, parallel metrics, parallel languages, network topology, granularity, applications, parallel programming design and debugging. Programming projects will be required. **(4003-713) Class 4, Credit 4**

4005-736   **Parallel Computing II**
A study of selected topics in parallel algorithm design through the analysis of algorithms used in various areas of application. The course will investigate the interplay between architecture and algorithmic structure and will discuss the effect that these issues have on the complexity and efficiency of parallel algorithms. Programming projects are required. **(4005-735) Class 4, Credit 4**

4005-739   **Topics in Operating Systems**
Current topics in the field. The format of this course is a combination lecture and seminar. Students may register for this course more than once. Topics covered in the past include: Unix internals; concurrency methods; Petri Nets; parallel programming and algorithms; security; operating systems performance; software environments; communicating sequential processes (CSP). Programming projects will be required. (Permission of the instructor, completion of the Bridge Program) **Class 1-4, Credit 1-4**

4005-740   **Data Communication & Networks I**
This course is an introduction to the concepts and principles of computer networks. Students will design and implement projects using application protocols, and will study transport, network, and data link protocols and algorithms. The course also includes an introduction to local area networks, data transmission fundamentals, and network security. Programming projects will be required. (Probability, **4003-707) Class 4, Credit 4**

4005-741   **Data Communication & Networks II**
This course continues the study of computer networks begun in **4005-740** Data Communications and Networks I, emphasizing design principles and theoretical aspects of networks. Topics include the nature of communications media and signaling methods, analog and digital transmission; data link protocols, protocol proof techniques; routing, broadcasting, and multicasting; connection, disconnection and crash recovery protocols; internetworking and security; network analysis and design using graph theory and queuing theory. **(4005-713, 740) Class 4, Credit 4**

4005-749   **Seminar: X Window Prototype**
Current topics in the field. The format of this course is a combination lecture and seminar. Students may register for this course more than once. Topics covered in the past have included network reliability, special-purpose protocols; error-correcting codes. Programming projects will be required. (Permission of the instructor, completion of the Bridge Program) **Class 1-4, Credit 1-4**

4005-749   **Topics in Data Communication**
Current topics in the field. The format of this course is a combination lecture and seminar. Students may register for this course more than once. Topics covered in the past have included network reliability, special-purpose protocols; error-correcting codes. Programming projects will be required. (Permission of the instructor, completion of the Bridge Program) **Class 4, Credit 4**

4005-750   **Artificial Intelligence**
An introduction to the field of artificial intelligence, including both theory and applications. A programming language that allows effective symbolic manipulation (PROLOG) is used to demonstrate the capabilities and limitations of the material presented in class. Topics include search strategies and their implementation, logic, networks, frames and scripts, productions, symbolic manipulation and list processing, problem-solving methods, expert systems, natural language understanding, and selections from vision, robotics, planning, and learning. Programming assignments are an integral part of the course. **(4003-709)** Class **4, Credit 4**

4005-751   **Expert Systems**
An introduction to the issues and techniques employed in expert systems. Topics include a consideration of successful existing systems, control strategies, expert system building tools and environments, knowledge acquisition and uses of expert systems technology. Students will participate in group projects involving both the creation of an expert system and explorations of ways to effectively use such systems. (4003455) Class 4, Credit 4

4005-755   **Neural Networks & Machine Learning**
Neural networks, systems with massively connected parallel primitive computing elements, are, metaphorically, computers structured after natural brains. Such systems promise much better performance than classical computers at pattern recognition and related areas. In this seminar, we will present several neural network models, introduce the current research activity, and develop some underlying mathematics. Students will have the opportunity to develop and present models, both paper and software simulated, and to utilize canned simulators. Students will be exposed to the current research literature. Programming projects will be required. (Completion of bridge) **Class 4, Credit 4**

4005-756   **Genetic Algorithms**
Genetic algorithms provide a powerful approach for searching large, ill-behaved problem spaces. In this course, we will study the theoretical foundations of genetic algorithms as well as their application to a variety of search and optimization problems. The course will cover topics from the current research literature, and students will be expected to do a library research review and perform an experimental project. Programming projects will be required. (4005-700, 4005-710) **Class** 4, **Credit** 4

4005-757   **Introduction to Computer Vision**
An introduction to the underlying concepts of computer vision and image understanding. The course will consider fundamental topics, including image formation, edge detection, texture analysis, color, segmentation, shape analysis, detection of objects in images and high level image representation. Depending on the interest of the class more advanced topics will be covered, such as, image database retrieval or robotic vision. Programming assignments are an integral part of the course. (Completion of bridge) **Class** 4, **Credit** 4

4005-759   **Topics in Artificial Intelligence**
Current topics in the field. The format of this course is a combination lecture and seminar. Students may register for this course more than once. Topics covered in the past include: logic programming; natural language processing; pattern recognition; specialized AI languages and programming paradigms; robotics, distributed AI. Programming projects will be required. (Permission of the instructor, completion of the Bridge Program) **Class 1-4, Credit 1-4**

4005-761   **Computer Graphics I**
A study of the hardware and software principles of computer graphics. Topics include an introduction to the basic concepts: 2-D transformations, viewing transformations, display file structure, geometric models, picture structure, interactive and noninteractive techniques, raster graphics fundamentals, 3-D fundamentals, graphics packages and graphics systems. Students use and develop a graphics software system based on an accepted graphics standard. Programming projects are required. (4003-707 or 4003-233) **Class** 4, **Credit** 4

4005-769   **Computer Graphics II**
This project-oriented course builds on topics developed in 4005-761, Computer Graphics I. Expanded topics include standard graphics software, animation techniques, 3-D modeling methods, hidden surface and line algorithms, shading, antialiasing, color models and design of the user interface. Students will be required to design and implement an interactive system for an application that incorporates several of the above areas. Programming projects will be required. (4005-761 or permission of the instructor) **Class** 4, **Credit** 4

4005-771   **Database Systems**
Broad introduction to database management systems (DBMS) and the design, implementation and applications of databases. Topics include an overview of DBMS architectures; concepts and implementations of the relational model; SQL; database design and modeling techniques; and issues such as recovery, concurrency, physical implementation concerns and performance and management aspects. Optional topics include: alternative approaches to designing database systems (for example, object-oriented or extended relational systems); distributed databases; database machines; and database interfaces and languages. A database programming project is required. (4003-334) **Class** 4, **Credit** 4

4005-772   **Database System Implementation**
An examination of the technical issues related to the implementation of shared access databases. Topics include concurrency control, transaction processing, reliability and recovery. Extensions to the distributed processing environment also are covered. Programming projects will be required. (4005-771) **Class** 4, **Credit** 4

4005-800   **Theory of Computer Algorithms**
A study of techniques to design and analyze the complexity of algorithms. The course will make students aware of a large number of classical algorithms and their complexity and will introduce the area of NP-completeness. Programming projects will be required. (Algorithm & Data Structures and 4003-705 or 1016-265) Class 4, Credit 4

4005-890   **MS Thesis**
Capstone of the master's degree program. Student must submit an acceptable thesis proposal in order to enroll. (4005-893; permission of the graduate studies committee) Credit 1-9

4005-890   **MS Thesis Proposal**
Credit 0

4005-890   **Continuation of Thesis**
Credit 0

4005-891   **MS Project**
Alternative capstone of the master's degree program. Student must submit an acceptable project proposal in order to enroll. (4005-893; permission of the graduate studies committee) Credit 2-5

4005-891   **MS Project Proposal**
Credit 0

4005-891   **MS Project Seminar/New Program**
Credit 5

**4005-891**   **MS Project Seminar/Old Program**
Credit 2

4005-893   **MS Project/Thesis Seminar**
In this course the student will develop a master's project or thesis topic. It will be necessary for the student to make presentations in the class, form a committee, and write a master's proposal. This course must be completed prior to registering for 4005-890 or 4005-891. (Complete 16 graduate credit hours with minimum 3.0) Credit 2

4005-898   **Independent Study**
Class, Credit 14

4005-899   **Seminar**
Current advances in computer science. (Set by instructor) Credit 4

Kate Gleason College of Engineering
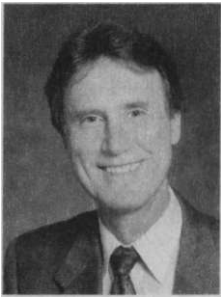
Harvey J. Palmer, Dean

The Kate Gleason College of Engineering offers comprehensive, innovative graduate programs in a range of engineering disciplines. Programs include the traditional master of science degree and the master of engineering degree as well as an interdisciplinary degree coordinated with the College of Science.

The master of science degree leads to employment in engineering in an industrial environment or to further graduate study at the doctoral level. The master of engineering degree is primarily a terminal master's program leading to industrial employment. An industrial internship or an engineering case study replaces a traditional thesis.

Classes are flexible, with day, late afternoon and evening classes designed to meet the needs of both working professionals and full-time students.
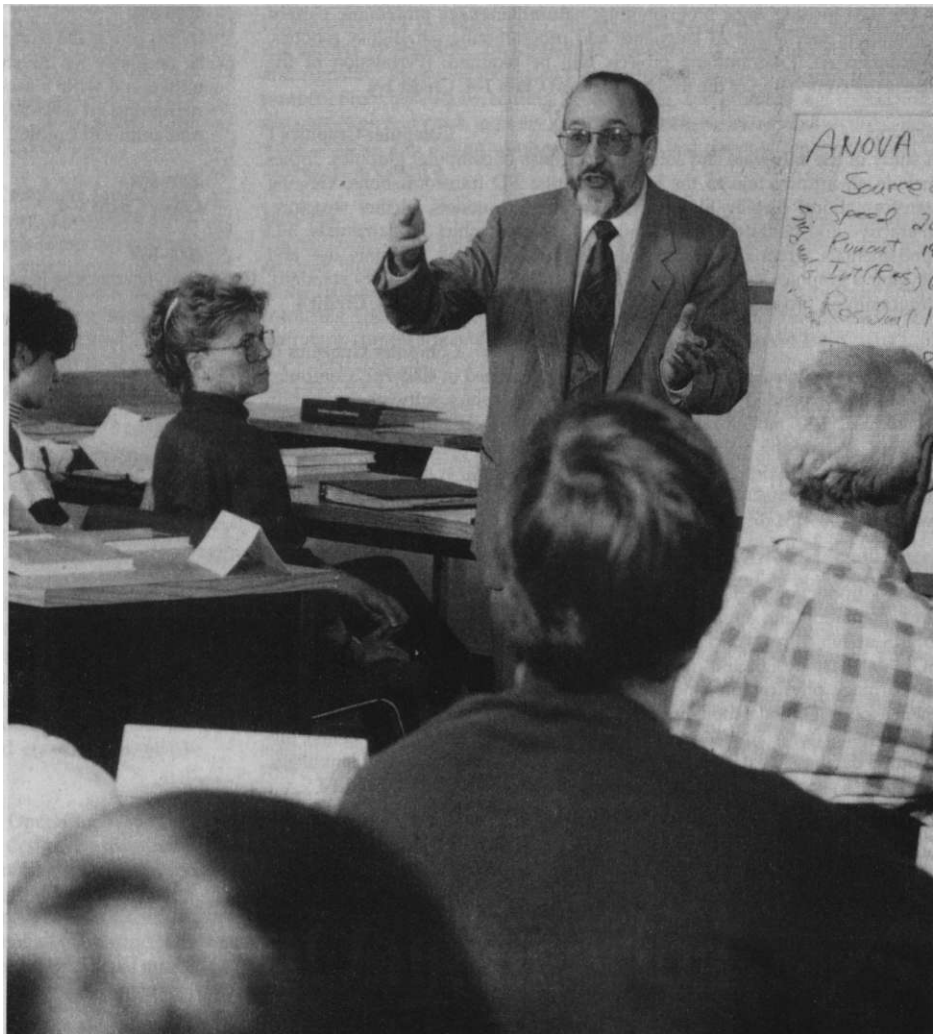
Details of specific programs, including courses, research activities, thesis requirements and assistantships, follow. For information about the master of science degree in materials science and engineering, offered jointly with the College of Science, see page 124.

Study Options

Part-time study

The College of Engineering encourages practicing engineers in the greater Rochester industrial community to pursue a program of study leading to the master of science or master of engineering degree without interrupting their work at their place of employment. Consequently, many of the courses in the graduate programs in engineering are normally scheduled in the late afternoons or early evenings.

Students employed full time in industry are limited to a maximum of two courses or eight credits each quarter. A student who wishes to register for more than eight credits while employed in

PROGRAMS

MASTER OF SCIENCE
DEGREES IN:

  Applied Statistics
  Computer Engineering
  Electrical Engineering
  Industrial Engineering
  Manufacturing Management
  and Leadership
  Materials Science and
  Engineering (offered with the
  College of Science)
  Mechanical Engineering
  Microelectronics
  Manufacturing Engineering
  Product Development

MASTER OF ENGINEERING
DEGREES IN:

  Engineering Management
  Industrial Engineering
  Manufacturing Engineering
  Mechanical Engineering
  Microelectronics
  Manufacturing Engineering
  Systems Engineering

ADVANCED CERTIFICATE
AVAILABLE IN:

  Statistical Quality
  Statistical Methods for Product
  and Process Improvement

  Online learning option available

The Center for Quality and Applied Statistics, which offers a graduate degree in applied statistics and extensive non-credit seminars, is an integral part of the College of Engineering.

full-time industry must obtain the permission of his or her adviser and the approval of the department head.

It is possible for a student to obtain the MS or ME degree in two academic years (or six academic quarters) by taking courses in late afternoons or early evenings only.

A student in the master of engineering degree program may earn academic credits for industrial experience that will be treated as internship experience while the student is enrolled in the program.

Full-time study

Even though graduate programs in engineering serve the needs of a large number of practicing engineers who wish to pursue a part-time program, the different programs also enroll full-time graduate students. A full-time student may take up to 18 credits per quarter.

A full-time student in the master of engineering degree program may choose to alternate academic quarters with his or her internship. A full-time student can normally complete the degree requirements in one calendar year.

Students in the master of engineering program in microelectronics manufacturing engineering are expected to attend full time during fall, winter and spring quarters. The internship is completed during the following summer and fall.

Off-site graduate courses

In order to enable the practicing engineer to take graduate courses with the minimum amount of inconvenience, a number of courses for RIT credit are offered in selected industrial locations at their request.

Admission requirements

Any student who wishes to become a candidate for the master's degree must first be formally admitted to the appropriate graduate program. Formal admission to a graduate program gives matriculated status to a student.

An applicant is admitted as a graduate student if he or she has received a bachelor's degree in engineering or a closely related field from an approved undergraduate school, and if an examination of the required documents indicates the qualifications to undertake a graduate program.

Graduate applicants who do not fully satisfy all admission criteria (such as appropriate baccalaureate degree, grades and other credentials) may be considered for admission with the condition that they will be required to take the appropriate bridge courses to make up their deficiencies. Such courses will not normally count toward the graduate credits required for the master's degree.

All applicants who are admitted prior to the conclusion of their baccalaureate program are required to submit their final transcript by the end of the first quarter of graduate work.

To be considered for admission it is necessary to file an Application for Admission to Graduate Study accompanied by the appropriate transcripts of previous undergraduate and graduate study, and two letters of recommendation.

Nonmatriculated status

An applicant is permitted to take graduate courses as a nonmatriculated student if he or she has a bachelor's degree from an approved undergraduate school and the necessary background for the specific courses in which he or she wishes to enroll. The courses taken for credit can usually be applied toward the master's degree when the student is formally admitted to the graduate program at a later date. However, the number of credits that will be transferred to the degree program from courses taken at RIT as a nonmatriculated student is normally limited to a maximum of 12 credits.

An applicant who wishes to enroll in a graduate course as a nonmatriculated student must obtain permission from the person in charge of the graduate program in each department and the appropriate faculty member.

Graduate Record Examination

The College of Engineering does not require graduate applicants to take the Graduate Record Examination.

Plan of study

The programs are flexible and afford students an opportunity to plan a course of study suited to their own interests and directed toward their own objectives. Each graduate student should submit a plan of study to the department office within the first year after admission as a graduate student. To assure a coherent program and one which reflects the student's maturing capacities and aims, the plan may be revised on request.

Transfer credits

A maximum of nine quarter credits in a 45 credit hour program or 12 quarter credits in a 48 credit hour program can be transferred from graduate courses taken outside the Institute. To be considered for transfer credit, the course must have been taken within a five-year period prior to the date of the student's initial entry into a graduate program in engineering at RIT as a nonmatriculated or regular student. Courses taken at another institution after the student's initial entry into a graduate engineering program at RIT are also eligible for transfer credit. However, to ensure transferability, prior approval should be obtained. The student
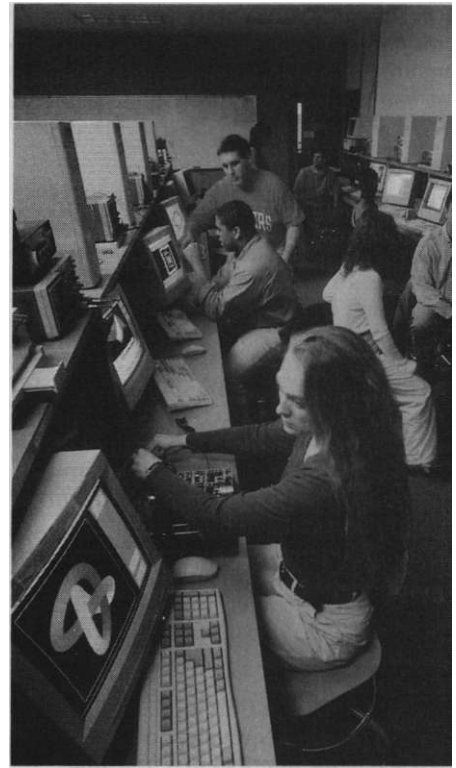
Advanced computing facilities support graduate research and projects.

should contact the individual department office about the procedure for obtaining transfer credits.

Faculty adviser

A member of the graduate faculty is appointed as a faculty adviser for each graduate student. The faculty adviser supervises the progress of the student towards the master's degree. For the master of engineering student, a second adviser (for the internship) will be assigned at the time that an internship proposal is submitted. This adviser will monitor and evaluate the student's internship experience (in cooperation with the student's industrial supervisor) and recommend to the department head the number of academic credits to be awarded for the experience. Nonmatriculated students should direct their questions to either the department head or the chairperson of the department's Graduate Committee.

Grade requirements

The average of the grades for all courses taken at the Institute and credited toward the master's degree must be at least a "B" (3.0). Transfer credits from other institutions and internship credits are not included in the computation of the cumulative grade point average. The policy on probation and suspension is explained in the section "Steps Toward Degree" in this bulletin. The student must pay careful attention to that policy.

If a student fails any required examination, the student's adviser may recommend to the dean that the student's performance be reviewed and appropriate action taken.

Thesis

For the MS student the thesis requirements vary among the different departments. The requirements of an individual department are stated in the sections describing each department's programs.

The thesis must comply with the following regulation:

Three copies of the thesis must be submitted to the departmental office before the certification date of the quarter in question. These copies are for transmittal to the Institute library, the departmental office and the student's thesis adviser. For detailed instructions about the organization of the thesis, the student should consult the brochure "Thesis Format," available at the departmental office.

Internship

For the ME student, an industrial internship of duration equivalent of up to two academic quarters in a full-time engineering position is an integral part of the program. A minimum of four and a maximum of 16 credits may be earned through the student's internship experience. The internship is selected to reflect each student's primary professional interest and is integrated with his or her curriculum.

In a limited number of cases, where a regular internship is not practical due to extraordinary circumstances, case studies may be substituted for internship. Such a substitution has to have the prior approval of the department head.

Maximum limit on time

The required credits for the master's degree must be completed within seven years after the student's initial registration in graduate courses at the Institute as a regular or nonmatriculated student.

Courses of instruction

Information about the courses that will be offered in a particular quarter will be available from the department office prior to registration. The Institute reserves the right to withdraw any course for which enrollment is insufficient, or to make any changes in the schedule of courses if necessary.

Financial aid

A limited number of teaching assistantships, research assistantships and tuition scholarships are available for graduate students. Detailed information is available from the appropriate department head.

Computer Engineering Department

Andreas Savakis, *Department Head*

The College of Engineering offers a master of science degree in computer engineering intended to build upon a bachelor of science degree in computer engineering. It is expected to accommodate recipients of BS degrees in electrical engineering or computer science after some additional course work. The degree requires 45 quarter credits starting at the five-course core curriculum. The requirements also include an area of concentration, graduate electives subject to faculty adviser's approval and nine quarter credits of master's thesis. Both the area of concentration and the thesis project must be approved by a student's graduate committee consisting of at least three faculty members, the majority of whom are computer engineering faculty. This allows a student to pursue an area of specialization in the field of computer engineering by completing a cohesive set of two courses apart from the background core requirements. The chairperson of the student's graduate committee will normally serve as the student's faculty adviser. The intent is to allow students reasonable creativity in articulating an area of concentration.

Master's degree in computer engineering core courses:

0306-730	VLSI Design	
0306-740	Analytical Topics for Computer Engineers (F)	
0306-759	Principles of Digital Interfacing (F)	
0306-756	Multiple Processor Systems (S)	

The graduate curriculum will require the following courses above a BS degree in computer engineering:

4 courses in core (20 quarter credits)
2 courses in graduate electives
    (8 quarter credits)
3 courses in concentration
    (8 quarter credits)
9 credits in master's thesis project
45 quarter credits total

The area of concentration builds some expertise in preparation for conducting a successful graduate thesis project in an area within the discipline of computer engineering. The student may choose graduate electives subject to the approval of his or her faculty adviser. The total of all graduate courses transferred from other appropriate institutions of higher learning may not exceed nine quarter credits and the total of 600-level courses applicable to the program will not exceed eight quarter credits. No graduate credit will be considered for courses below the 600 level. The usual RIT graduate school requirements will apply, such as a grade of B or better for all transfer courses as well as the maintenance of a grade point average of 3.0 or better.

Electrical Engineering Department

Robert Bowman, *Department Head*

Admission requirements

Admission into graduate studies leading to the MS degree in electrical engineering requires a BSEE degree from an accredited program.

An applicant with a strong undergraduate record and a bachelor of science degree in another branch of engineering (mechanical, chemical, industrial, etc.) also will be considered for admission. In this case the student must complete a certain number of undergraduate courses

For information

For specific questions on the individual department programs contact:

Computer Engineering	475-2987	(Savakis)
Electrical Engineering	475-2165	(Bowman)
Industrial and Systems Engineering	475-2598	(Mozrall)
Mechanical Engineering	475-5788	(Hensel)
Microelectronic Engineering	475-6065	(Kurinec)
Applied Statistics	475-6990	(Voelkel)
Product Development	475-7971	(Smith)

Questions on course schedules and registration:

Computer Engineering	475-5873
Electrical Engineering	475-2164
Industrial and Systems Engineering	475-2598
Mechanical Engineering	475-5788
Microelectronic Engineering	475-6065
Applied Statistics	475-2033
Product Development	475-7102

in order to bridge over to electrical engineering. Additional information is available from the department.

Focus areas

Within electrical engineering, a student can specialize in one of five separate areas for the MS degree: *control systems, communications, digital systems, integrated electronics, and signal and image processing.*

The boundaries between some of the areas are not as sharp as they were in the past, and students are urged to discuss the significance of their choices with graduate advisers in the department.

Plan of study

At the beginning of the program, every matriculated student must arrange to prepare a plan of study in consultation with his or her adviser.

Policies

The following general rules apply to all students:

- All students seeking the MSEE degree must satisfactorily complete the core course 0301-703, Matrix Methods in Electrical Engineering. Students are expected to take the course immediately after entering the program, since it is prerequisite for many of the other graduate courses.
- Those students who have selected focus areas in control systems, communications, or signal and image processing must also take 0301-702, Random Signals and Noise. Students who want to develop minors in the above areas are also encouraged to take Random Signals and Noise.
- Each student must take at least four courses from the EE department in the chosen focus area.
- Each student may take three courses from a related area within the EE department.
- All course selections must be approved by one of the graduate advisers. All courses must be at 700-level or above with one exception: a student is allowed to take a maximum of two 600-level courses for full credit in the graduate program.
- All students must satisfy a research component through one of the following activities:
  1. Graduate thesis (6-12 credit hours)
     The inclusion of a thesis (0301-890) as a formal part of the MS degree program in electrical engineering is optional but strongly encouraged. Students who decide to write a thesis can earn a minimum of six credits and a maximum of 12 credits toward their degrees from the thesis, nine being the most common number of credits earned. Typically, students take nine

Scheduled Course Offerings for 2002–2003

Focus Area	Fall 20021	Winter 20022	Spring 20023
Communications	702 Random Signal and Noise 703 Matrix Methods in EE 794 Information Theory 729 Antenna Theory and Design	763 Stochastic Estimation and Control	768 Adaptive Signal Processing 710 Advanced Electromagnetic Theory 796 Multiuser Detection
Control Systems	702 Random Signal and Noise 703 Matrix Methods in EE 769 Fuzzy Logic & Applications	761 Modern Control Theory 763 Stochastic Estimation and Control	764 Digital Control System 768 Adaptive Signal Processing
Signal & Image Processing	702 Random Signal and Noise 703 Matrix Methods in EE	763 Stochastic Estimation and Control 770 Pattern Recognition	768 Adaptive Signal Processing
Integrated Electronics	703 Matrix Methods in EE 711 Physics of Bipolar Devices	726 Analog IC Design 712 Physics and Scaling of CMOS Devices	726 Analog IC Design 712 Physics and Scaling of CMOS Devices
Digital Systems	703 Matrix Methods in EE 741 Design for Testability	732 Digital System Design with VHDL	731 Design of High Performance Digital Systems

Scheduled Course Offerings for 2003–2004

Focus Area	Fall 20031	Winter 20032	Spring 20033
Communications	702 Random Signal and Noise 703 Matrix Methods in EE 794 Information Theory	789 Optimization Techniques 717 Microwave Circuit Design	768 Adaptive Signal Processing 796 Multiuser Detection
Control Systems	702 Random Signal and Noise 703 Matrix Methods in EE	761 Modern Control Theory 789 Optimization Techniques	733 Robust Control 768 Adaptive Signal Processing
Signal & Image Processing	702 Random Signal and Noise 703 Matrix Methods in EE 779 Image Processing	789 Optimization Techniques 749 Speech and Image Compression	768 Adaptive Signal Processing
Integrated Electronics	703 Matrix Methods in EE 711 Physics of Bipolar Devices 727 VLSI Design	726 Analog IC Design 712 Physics and Scaling of CMOS Devices	713 Solid State Physics 730 Advanced Analog IC Design
Digital Systems	703 Matrix Methods in EE 727 VLSI Design	742 Advanced Microprocessor Software Design	731 Design of High Performance Digital Systems

Please note that these course offerings are subject to adequate enrollment.

approved courses for 36 credits to meet the course requirements.

Thesis work is done under the supervision of a faculty adviser and presented and defended before a thesis committee when complete. Thesis may be done in absentia.

  2. Graduate research paper (5 credit hours)
     A student may choose to write a "graduate paper" in lieu of a thesis.

The graduate paper is an extensive term paper on a topic of professional interest. The objective of the graduate paper is to enable the student to undertake an independent and in-depth literature search and write a report summarizing the findings. A faculty member interested in the paper's topic will serve as the student's supervisor and direct the scope and depth of the

paper as well as the format of the final written version. The student must first consult a faculty member about a suitable topic for the paper and obtain consent. The course 0301-800, Graduate Paper, is used to register for the paper. *The student should plan to take at least five credit hours in 0301-800. The student choosing this option also is required to take a minimum of 10 courses for 40 credits.*

3. Comprehensive examination
   In this option, a student completes a total of 12 courses and passes a comprehensive exam given once every year.

• All graduate work must be completed within a seven-year period starting from the first course applied toward the MSEE degree. Also, a student who is pursuing thesis/project options may be required to register for continuation of thesis/project credits if he or she is not enrolled for any credits in a given quarter. For complete details, please consult the continuation of thesis/project/dissertation policies on page 10.

Transfer credits

A maximum of nine credit hours can be earned from courses available from other departments within RIT with the prior approval of the faculty/department adviser. For students transferring credits from other universities (limited to a maximum of nine hours), the total number of credits transferred from all sources outside the electrical engineering department cannot exceed nine.

Under some extraordinary circumstances, a resident full-time student may appeal the EE department and the Graduate Council for additional transfer credits.

Those electrical engineering students who have an interest in computer science as a minor area are encouraged to pay special attention to certain specific policies. The bridge courses 0602-701, 702, 703, 704 and 705 will be treated as advanced undergraduate courses; therefore, the total number of credit hours generated from these cannot exceed eight. Also, electrical engineers with interest in computer science are encouraged to complete certain sequences of appropriate courses (within the limits of allowable transfer credits) rather than take one or two courses at random. Please consult the department for more details.

Graduate student advising

All new students will be assigned a graduate adviser. The student generates a plan of study in consultation with his or her faculty adviser. That faculty member will continue to be the student's adviser until a research topic has been chosen. From that time, the thesis/paper adviser assumes the role of academic adviser as well.

Graduation requirements

The master of science degree in electrical engineering is awarded upon the successful completion of an approved graduate program consisting of a minimum of 45 credit hours. Those who choose the comprehensive examination option must complete 48 credit hours of course work. Under certain circumstances a student chooses or is required to complete more than the minimum number of credits.

Schedule of graduate courses, 700- and 800-level courses

EVERY FALL QUARTER

0301-702	Random Signal and Noise
0301-703	Matrix Methods in EE
0301-794	Information Theory
0301-769	Fuzzy Logic & Applications
	or
0301-779	Image Processing
0301-711	Physics of Bipolar Devices
0301-741	Design for Testability
	or
0301-727	VLSI Design
0301-729	Antenna Theory and Design

EVERY WINTER QUARTER

0301-761	Modern Control Theory
0301-763	Stochastic Estimation and Control
	or
0301-789	Optimization Techniques
0301-749	Speech and Image Compression
	or
0301-770	Pattern Recognition
0301-732	Digital System Design with VHDL
	or
0301-742	Advanced Microprocessor Software Design
0301-726	Analog IC Design
0301-712	Physics and Scaling of CMOS Devices
0301-717	Microwave Circuit Design

EVERY SPRING QUARTER

0301-764	Digital Control System
	or
0301-733	Robust Control
0301-768	Adaptive Signal Processing
0301-796	Multiuser Detection
0301-731	Design of High Performance Digital Systems
0301-713	Solid State Physics
0301-730	Advanced Analog IC Design
0301-710	Advanced Electromagnetic Theory

SUMMER QUARTER

A selected number of 700-level courses and 600-level courses will be available during the summer quarter. Consult the department for details.
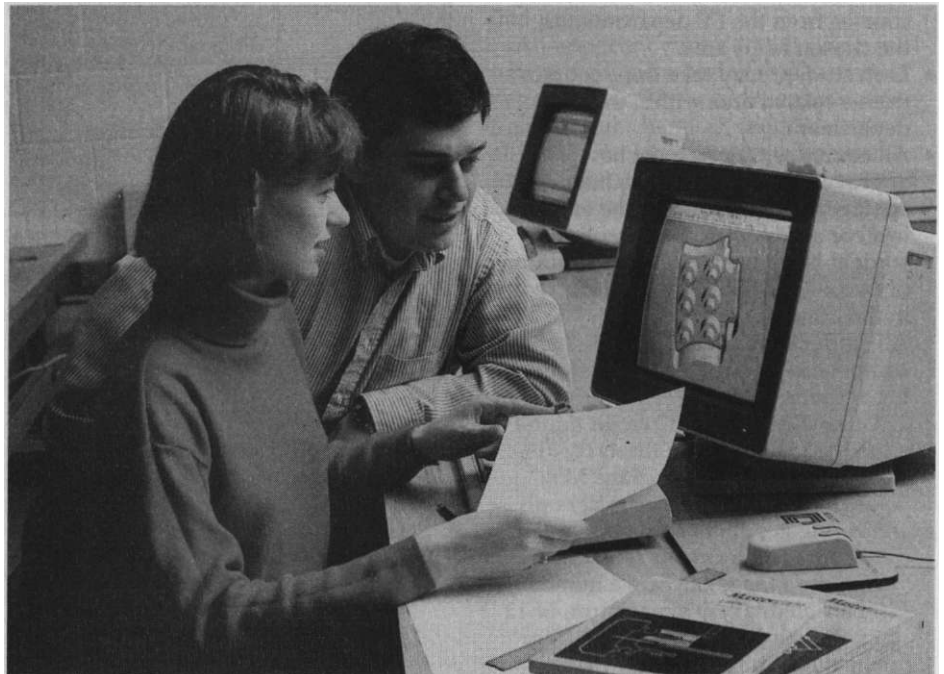
Teamwork and collaboration in engineering courses reflect workplace realities.

600-LEVEL COURSES

Senior-level undergraduate professional electives. A maximum of two courses from the following list may be taken by a graduate student and counted towards the MS degree.

0301-605	Robotic Vision
0301-610	Analog Electronic Design
0301-614	Design of Digital Control Systems
0301-621	Microwave Engineering
0301-622	Antenna Design
0301-646	Power Electronics
0301-650	Design of Digital Systems
0301-651	ASIC Design
0301-655	Object-Oriented Programming with C++
0301-665	Microprocessor-Based Systems Design
0301-666	Microcomputer Systems
0301-670	Introduction to Microelectronics
0301-672	Optical Devices and Systems
0301-677	Digital Filters and Signal Processing
0301-679	Analog Filter Design
0301-692	Communication Networks
0301-693	Digital Data Communications
0301-694	Information Theory and Coding

Courses other than those listed in this bulletin are developed and offered periodically by the department of electrical engineering. Information will be available from the department office about a month before the beginning of each academic quarter. Course offerings are subject to minimum enrollment requirements.

Industrial and Systems Engineering Department

Jacqueline Reynolds Mozrall, Department Head

The industrial and systems engineering department offers two graduate degrees: a master of science (MS) and a master of engineering (ME). The MS in industrial engineering requires a maximum of 45 credit hours, which consists of at least nine 4-credit courses and a 9-credit thesis. The ME degree requires a maximum of 48 credit hours, which consists of at least 11 four-credit-hour courses and four-credit-hour internship. The exact makeup of the program will be determined by the student and the adviser working in concert. In general, students will take a variety of industrial engineering courses as a base and then concentrate on a specific area.

The MS and ME degrees can be earned with specialization in the following fields: industrial engineering, systems engineering engineering management, or manufacturing engineering. Close cooperation with other engineering departments and the College of Business assures the student of a wide selection of courses and a unique opportunity to build a program tailored to their professional interests and goals. The practice of applying computer methods to realistic problem solving is employed in all the above specialties.

Industrial engineering option

Industrial engineering is concerned with the design, improvement and installation of integrated systems of people, material, equipment and energy. Those choosing this option may develop a program of study to suit their interests in one or more of the following areas: operations research, ergonomics, simulation or production systems.

Engineering management option

Those choosing this option may develop a program of study to suit their interests. This program combines industrial engineering course work with selected (maximum three) courses from the College of Business, such as organizational behavior, accounting or finance.

Manufacturing engineering option

This option is jointly administered with the mechanical engineering department. The program consists of a required course, Design for Manufacture, plus at least one course in each of the following core areas: computer-aided design, manufacturing systems, computer-aided manufacturing, probability and statistics. Additional courses chosen by the student in the areas of operations research, ergonomics, computer-integrated manufacturing, production systems, or statistical analysis complete the requirements of this concentration.

Systems engineering option

Systems engineering is concerned with improving the decision making process by utilizing statistics, simulation, optimization and computer science. Students choosing this option are required to take the following courses in addition to two electives (MS students do not take any electives):

0303-758	Design of Experiments
0303-771	Data Structures Using C
0303-716	Statistical Analysis for Engineers II
0303-747	Microprocessor Applications
0303-701	Operations Research I
0303-729	Computer-Integrated Manufacturing
0303-702	Mathematical Programming
0303-750	Management of Quality Control Systems
	or
0303-757	Reliability Engineering
0303-776	Case Studies

Graduate Course Offerings
Department of Industrial and Systems Engineering

Even Years (e.g., 02/03, etc.)

FALL	WINTER	SPRING
0303-625 Concepts in Manufacturing Eng.	0303-710 Systems Simulation	0303-729 Advanced Systems Integration
0303-702 Mathematical Programming	0303-720 Production Control	0303-734 Systems Safety Engineering
0303-760 Product/Process Development & Design	0303-731 Adv. Topics in Ergonomics & Human Factors	0303-750 Management of Quality Systems
	0303-755 Multicriteria Decision Making	0303-756 Decision Analysis
	0303-757 Reliability	0303-776 Case Studies

Odd Years (e.g., 03/04, etc)

FALL	WINTER	SPRING
0303-625 Concepts in Manufacturing Eng.	0303-620 Engineering Economy	0303-701 Principles of Operations Research I
0303-758 Design of Experiments	0303-710 Systems Simulation	0303-711 Advanced Simulation Techniques
0303-760 Product/Process Development & Design	0303-716 Statistical Analysis for Engineering II	0303-734 Systems Safety Engineering
0303-775 Data Structures Using C	0303-720 Production Control	0303-750 Management of Quality Systems
		0303-776 Case Studies

Other courses will be taught on demand

Admission requirements

Admission into the graduate programs within industrial engineering requires a BS degree in an engineering discipline and a 3.0/4.0 grade point average. Exceptions are made for the related fields of math and physics. Students with other backgrounds are considered for admission only after completing significant undergraduate course work in the engineering sciences. All applicants should have a fundamental knowledge of computers and probability/statistics.

Program of study

The student, in conjunction with his or her adviser, formulates a program of study based on the individual's academic background, professional goals, degree requirements and the schedule of course offerings.

Mechanical Engineering Department

Edward Hensel, *Department Head*

The graduate faculty of the mechanical engineering department is dynamic and committed to professional growth. Some of the current research activities include finite elements, vibrations, robotics, cardiovascular signal processing and system modeling, turbomachinery flows, laser-based flow measurement, applications of computational fluid dynamics, heat transfer, and computer-aided design and manufacturing. Research also is conducted in areas such as vibration damping, boiling heat transfer and thermal simulation of heat exchangers and electronic devices, non-linear dynamics, and fracture mechanisms in materials. Also, there is interest in software design and development for engineering applications, experimental heat transfer, developing techniques for airfoil optimization, flow in time-varying boundaries, two-phase heat transfer, heat and moisture transport in porous media, characterization of intermetallic materials, flow boiling and fluid mixing. The department houses several laboratories, which support vibration and modal analysis, robotics, industrial fluids applications, thermal analysis, biomedical systems analysis and materials science.

Extensive computing facilities include a large network of workstations, personal computers and laboratories equipped with Windows-based personal computers. Students have access to a vast array of software packages, which include most programming languages and utilities, various word processing

Schedule of Graduate Courses in Mechanical Engineering

OFFERED EVERY YEAR		OFFERED EVEN YEARS (e.g., 02/03, etc.)		OFFERED ODD YEARS (e.g., 03/04, etc.)	
FALL		**FALL**		**FALL**	
0304-758	Engineering Vibrations	0304-810	Introduction to Continuum Mechanics	0304-835	Grid Generation
0304-838	Ideal Flows			0304-842	System Identification
0304-840	Signal Processing	0304-852	Advanced Turbomachinery	0304-865	Computer Implementation of Finite Elements
0304-870	Mathematics for Engineers I				
WINTER		**WINTER**		**WINTER**	
0304-801	Design for Manufacture	0304-811	Theory of Elasticity & Plasticity	0304-833	Heat Exchanger Design
0304-821	Advanced Vibrations	0304-834	Boiling & Condensation	0304-844	Nonlinear Dynamical Systems
0304-823	Systems Modeling				
0304-851	Convective Phenomena	**SPRING**		**SPRING**	
0304-871	Mathematics for Engineers II	0304-820	Advanced Optimal Design	0304-831	CFD Applications
0304-874	Numerical Analysis	0304-864	Production Tool Design	0304-846	Modal Testing & Signal Processing
0304-885	Advanced Mechanics of Solids	0304-872	Analytical Mechanics		
SPRING		0304-875	Advanced Aerodynamics		
0304-743	Control Systems				
0304-816	Finite Elements				
0304-830	Introduction to CFD Analysis				

software, analytical and statistical data analysis, graph generation and spreadsheet packages. Software specifically used for mechanical engineering applications includes ALGOR, ANSYS, and Mechanica (finite element analysis); Working Model (mechanical modeling and analysis); FLUENT, FLOW3D, PMARC and TODOR (fluid/ thermal analysis); MATLAB / Simulink and LabVIEW (data acquisition and control system analysis); OptdesX (optimization); DFMAby Boothroyd/Dewhurst (designing for manufacturing assembly); ProEngineer and IDEAS (CAD/CAE software).

Master of science degree program

The master of science degree in mechanical engineering is awarded upon successful completion of an approved graduate program consisting of a minimum of 45 quarter credit hours. A minimum of 36 credits are to be earned in course work, while independent capstone work carries a minimum of three credits and a maximum of nine credits.

A maximum of nine quarter credits may be transferred from graduate courses taken outside the Institute provided such courses will complement a student's proposed graduate program in the mechanical engineering department.

Upon matriculation into the MS program, the student should formulate a plan of study in consultation with his or her adviser.

Admission requirements

1. A bachelor of science degree in engineering or science is required.
2. If an applicant has a BS degree, but not in mechanical engineering, the graduate admissions adviser will recommend which undergraduate courses must be taken in order to acquire an acceptable background. At least a 3.0 grade point average in the recommended undergraduate courses is required before admission is granted to the mechanical engineering graduate program.

Program requirements

The four elements of study within the program include core courses, courses required within an elected focus area, selected elective courses and a capstone thesis/project with paper option.

Core courses

All graduate students in the MS program are required to complete:

0304-870   Mathematics for Engineers I **(F)**

0304-871   Mathematics for Engineers II (W)

Focus area courses

All graduate students in the MS program are required to select one of the following focus areas and complete the following specific courses within that area:

GROUP A—MECHANICS/DESIGN

0304-758   Engineering Vibrations (F)

0304-885   Advanced Mechanics of Solids (W)

0304-816   Finite Elements (S)
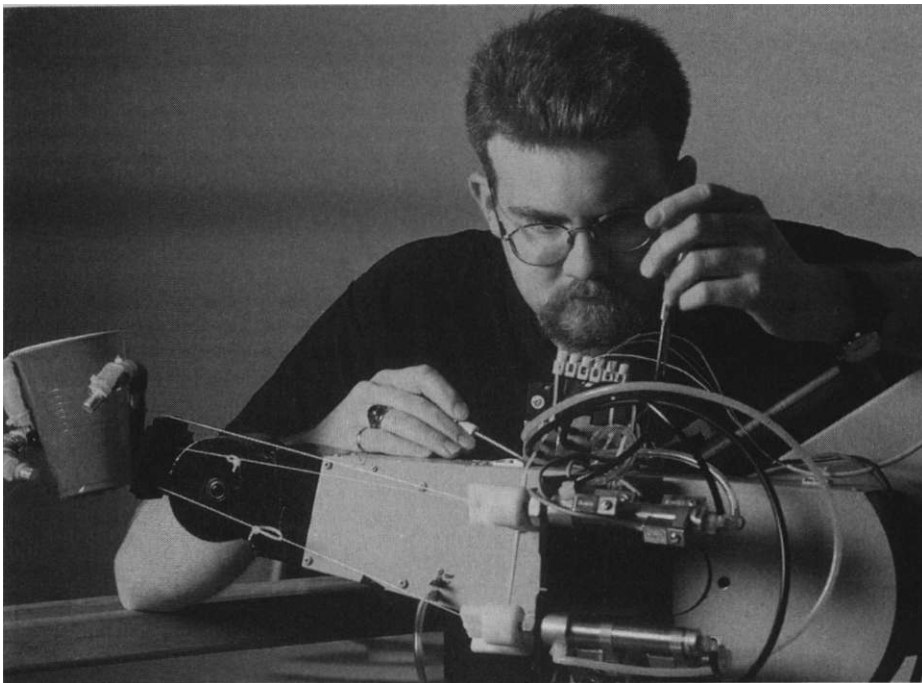
GROUP B—SYSTEMS/CONTROLS

0304-823 Signal Processing (F)
0304-840 Systems Modeling (W)
0304-743 Control Systems (S)

GROUP C—THERMO/FLUIDS

0304-838 Ideal Flows (F)
0304-851 Convective Phenomena (W)
0304-830 Introduction to
          Computational Fluid
          Dynamic Analysis (S)

Students may select courses outside their focus area for electives.

Elective courses

The following elective courses are available to the student for graduate credit:

0304-743 Control Systems (every year, S)
0304-758 Engineering Vibrations
          (every year, F, W)
0304-801 Design for Manufacture
          (every year, W)
0304-810 Introduction to Continuum
          Mechanics (even year, F)
0304-811 Theory of Elasticity & Plasticity
          (even year, W)
0304-816 Finite Elements (every year, S)
0304-820 Advanced Optimal Design
          (even year, S)
0304-821 Advanced Vibrations
          (every year, W)
0304-823 Systems Modeling
          (every year, W)
0304-828 Special Topics in Applied
          Mechanics (TBA)
0304-830 Introduction to Computational
          Fluid Dynamic Analysis
          (every year, S)
0304-831 Computational Fluid
          Dynamics (CFD) Applications
          (TBA)

0304-833 Heat Exchanger Design
          (odd year, W)
0304-834 Boiling & Condensation (TBA)
0304-835 Grid Generation (odd year, F)
0304-838 Ideal Flows (every year, F)
0304-840 Signal Processing
          (every year, F)
0304-842 System Identification
          (odd year, F)
0304-844 Nonlinear Dynamical Systems
          (odd year, W)
0304-846 Modal Testing & Signal
          Processing (odd year, S)
0304-848 Special Topics in Thermo
          Fluid Systems (TBA)
0304-851 Convective Phenomena
          (every year, W)
0304-852 Advanced Turbomachinery
          (even year, F)
0304-864 Production Tool Design
          (even year, S)
0304-865 Computer Implementation of
          Finite Elements (odd year, F)
0304-872 Analytical Mechanics
          (even year, S)
0304-874 Numerical Analysis
          (every year, W)
0304-875 Advanced Aerodynamics
          (even year, S)
0304-885 Advanced Mechanics of
          Solids (every year, W)
1028-701 Introduction to Materials
          Science (F)
1028-705 Experimental Techniques (S)
1028-710 Materials Properties &
          Selection (TBA)
0307-712 Fundamentals of Statistics II
0307-770 Design of Experiments for
          Engineers

Students deficient in computational techniques are strongly advised to take 0304-874, Numerical Analysis, as an elective.

Based on the student's particular program needs, he or she may, with department approval, elect to take up to 12 credits from other departments in the Institute. Graduate students are allowed to take a maximum of two upper-level undergraduate (0304-6XX) electives in mechanical engineering specified in the course description section of the *Undergraduate Bulletin.* Some examples are:

0304-610 Topics in Mechanical
          Engineering Design (TBA)
0304-615 Robotics (F, W)
0304-618 Computer-Aided Design (S)
0304-620 Introduction to Optimal
          Design (F or W)
0304-624 Vehicle Dynamics (S)
0304-626 Automotive Control
          Applications (W)
0304-635 Heat Transfer II (S)
0304-638 Design of Machine Systems
          (TBA)
0304-640 Internal Combustion
          Engines (S)
0304-642 Air Pollution Dispersion
          Modeling (S)
0304-644 Introduction to Composite
          Materials (TBA)
0304-652 Fluid Mechanics of
          Turbomachinery (F or W)
0304-660 Refrigeration & Air
          Conditioning (S, Su)
0304-671 Aerostructures (S)
0304-672 Dynamics of Machinery
          (S, Su)
0304-675 Aerodynamics (S)
0304-678 Propulsion (W)
0304-682 Flight Dynamics (W)
0304-694 Stress Analysis (S or Su)

A student also may earn a limited number of credits by doing an independent study with guidance from a member of the graduate faculty. Some of the areas for independent study are selected topics in applied mathematics, energy methods in mechanics, analytical mechanics, nonlinear mechanics, fracture mechanics, heat transfer, fluid mechanics, thermodynamics, control systems, optimal control, thermal stresses, composite materials, biomechanics and viscoelasticity.

Course calendar

The core and focus area courses are offered every year, which enables a student to fulfill die core requirements in one academic year. The elective courses are generally given at least every other year. For further information on current course offerings, the student should contact the office of the mechanical engineering department, 475-5788 or 475-2163.

Independent capstone options

Once a student has completed about 20 quarter credit hours of graduate work, he or she should consider selecting one of the two options offered by the department with regard to completing the requirements of the master of science degree. The options are: 1) a five- to nine-credit-hour thesis, where thesis and course work total a minimum of 45 quarter credit hours or 2) a three-credit-hour project with paper, where the paper and course work total a minimum of 47 quarter credit hours. A student selecting either option is required to deliver a successful written and oral presentation of the work.
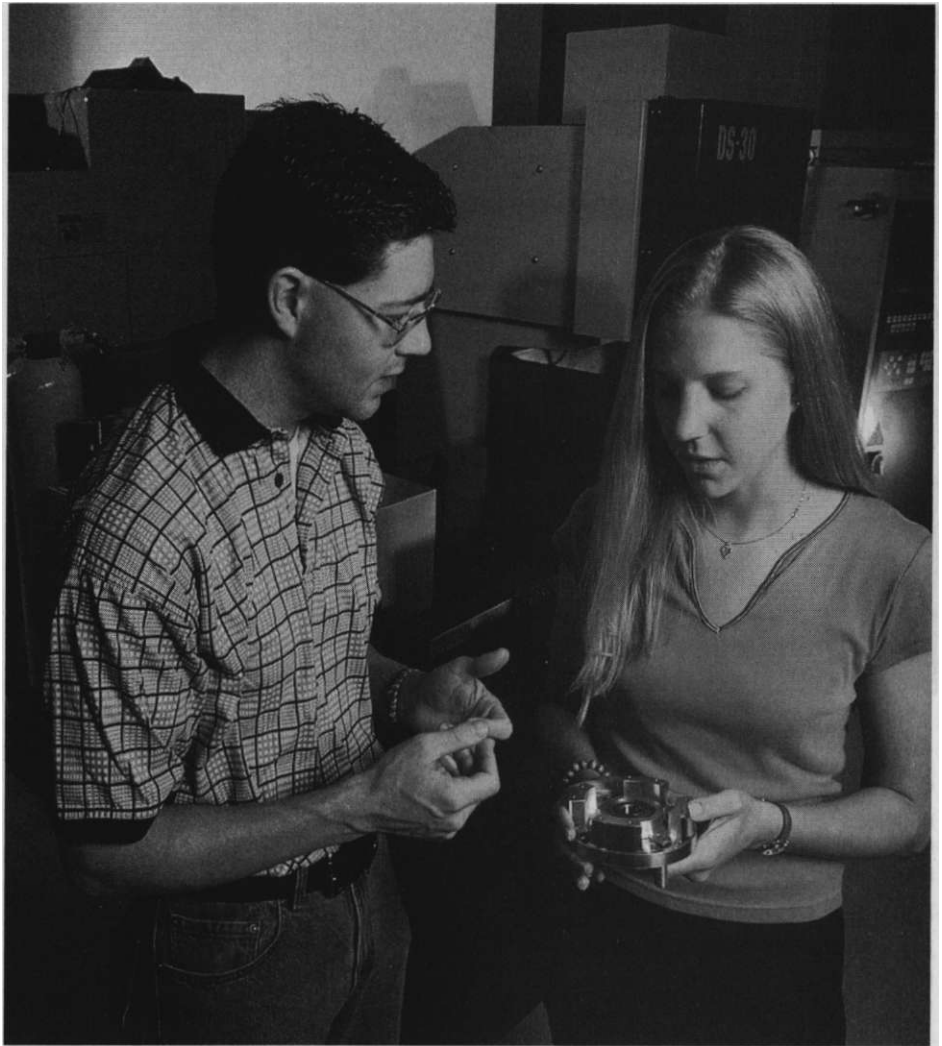
Master of engineering degree program

This is a post-baccalaureate internship program leading to the professional degree of master of engineering. The objective of the program is to provide the engineering BS graduate tne means for earning a terminal master's degree, substituting a well-organized and carefully chosen industrial internship for the conventional thesis requirement of an MS degree.

   An industrial internship of duration equivalent to two academic quarters in a specially developed engineering position is an integral part of the program. A minimum of eight and a maximum of 12 credits may be earned by the student from his or her internship experience. The internship position is selected to reflect each individual student's primary professional interest and is integrated with his or her curriculum.

   The program, although rooted in engineering will be significantly interdisciplinary. By design, a student's program may range over several colleges of the Institute in assembling courses that will best help him or her meet his or her professional objectives. The credits for this program are distributed as follows:

Core Courses	8 credits
Concentration Courses	16 credits
Elective Courses	12-16 credits
Internship	12-8 credits

   At least 20 credit hours of graduate-level course work, including the core (0304-870 and 0304-874), must be taken in the mechanical engineering department. Some possible concentration areas are in business, controls, manufacturing, materials science, statistics and design engineering. A minimum of 48 credits are required for the master of engineering degree.

Admission requirements for the master of engineering degree

The admission requirements, general standards and selection procedures for admission to the engineering program are similar to those for the MS degree program.

The manufacturing engineering program for the master of engineering degree

This program is offered jointly by the departments of mechanical engineering and industrial and systems engineering. In this program, the student is required to take one course each from four different groups: computer-aided design, manufacturing systems, computer-aided manufacturing and probability and statistics. In addition, the student is required to take a core course: 0304-801 Design for Manufacture. The balance of the course work can be completed by selecting appropriate courses from the course offerings in industrial and mechanical engineering.

A student seeking admission to the master of engineering degree in manufacturing engineering is expected to have undergraduate background in C++ programming, engineering materials, manufacturing processes, and probability and statistics.

Assistantships and scholarships

Some assistantships and scholarships may be available for full-time students. Appointment as a teaching assistant carries a 20-hour per week commitment to a teaching function and usually permits a student to take graduate work for eight credits per quarter. Appointment as a research assistant usually permits taking eight credits per quarter while the remaining time is devoted to the research effort, which often serves as a thesis subject. Information on tuition scholarships may be obtained from the Office of Part-time and Graduate Admissions, 475-2229.

Microelectronic Engineering Department

Santosh Kurinec, Department Head

The College of Engineering is proud to offer two master's programs in the area of microelectronics manufacturing. The *master of engineering* in microelectronics manufacturing engineering is a full-time intensive classroom- and laboratory-oriented program culminating with an internship. The *master of science* in microelectronics manufacturing engineering is a research-oriented program that includes the master's thesis. Both programs are intended to prepare students for a career in the semiconductor industry.

Students in these programs have hands-on experience in the design and processing of integrated circuits — the vital component in almost every advanced electronic product manufactured today. The undergraduate and graduate laboratories at RIT, designed for the microelectronics engineering program, are among the best in the nation.

The worldwide semiconductor industry is expected to double — growing from $150 billion to $300 billion — over the next five years. RIT graduates will provide a valuable resource to the semiconductor industry. The microelectronics engineering programs at RIT offer an unparalleled opportunity for students to prepare for professional challenge and success in one of the leading areas of engineering of our time.

The ME program

The master of engineering degree in microelectronics manufacturing engineering is awarded upon the successful completion of an approved graduate program consisting of a minimum of 48 credit hours: one transition course, seven core courses, two elective courses and eight credits of internship. Under certain circumstances, a student may be required to complete more than the minimum number of credits. The transition course is in an area other than that in which the BS degree was earned. For example, a chemistry major may be required to take a two-course sequence in circuits and electronics; an electrical engineer may be required to take an organic chemistry course.

The core courses are Microelectronics I, II, III; Microlithography I, II; and Microelectronics Manufacturing I, II. Elective courses may be selected from a list including CMOS, Defect Reduction and Yield Enhancement, Electronic Properties of Materials, Statistical Design of Experiments and others.

The program also requires an internship, which is paid employment in the semiconductor industry. The internship can be completed in industry or at RIT. It will involve the investigation of some problem or process directly related to microelectronics manufacturing engineering. This is not a thesis but usually requires a report and oral presentation at the end of the project.

Microelectronics

The Microelectronics I, II, III sequence covers all aspects of integrated circuit manufacturing technology such as oxidation, diffusion, ion implantation, chemical vapor deposition, metalization, plasma etching, etc. These courses emphasize modeling and simulation techniques as well as hands-on laboratory verification of these processes. Students use special software tools for these processes.

In the laboratory students design and fabricate silicon MOS and Bipolar integrated circuits. They learn how to operate most of the semiconductor processing equipment and how to create a process and manufacture and test their own integrated circuits.

Microlithography

The microlithography courses are advanced courses in the chemistry, physics and processing of microlithographic systems. Optical lithography will be studied through diffraction, Fourier and image assessment techniques. Scalar diffraction models will be utilized to simulate aerial image formation and influences of imaging parameters. Positive and negative resist systems, as well as processes for IC application, will be studied. Advanced topics will include chemically amplified resists; multiple layer resist systems; and electron beam, x-ray and deep UV lithography.

Laboratory exercises include projection system design, resist materials characterization, process optimization, electron beam lithography and excimer laser lithography.

Manufacturing

The manufacturing courses include topics such as scheduling, work-in-progress tracking, costing, inventory control, capital budgeting, productivity measures and personnel management. Concepts of quality and statistical process control are introduced to the student. The laboratory for this course is the student-run factory. Measurement of yield, defect density, wafer mapping, control charts and other manufacturing measurement tools are introduced to the student in the lecture and laboratory. Computer integrated manufacturing is also studied in detail. Process modeling, simulation, direct control, computer networking, database systems, linking application programs, facility monitoring, expert systems applications for diagnosis and training and robotics are all introduced and supported by laboratory experiences in the integrated circuit factory at RIT.

Selected Graduate Theses and Internship Paper Topics

"Biomechanics of Corneal Wound Healing"

"Vibration Analysis of a Thin Moving Web and Its Finite Element Implementation"

"Robotized Welding Cells Planning and Implementation Model"

"Investigation of Cell Mapping and Off-Line Programming with a Flexible Assembly System"

"Development and Characterization of a Submicron CMOS Process"

"Transition through Resonance in Linear and Nonlinear Systems"

"Simulation of a Morphological Image Progressor Using VHDL. Part I: Mathematical Components. Part II: Control Mechanism"

"The Design and Implementation of an 8-bit CMOS Microprocessor"

"Process Development and Reliability of Thin Gate Oxides"

"A Field Emission Transistor Array for Writing Applications"

"Process Development of an Analog/Digital Mixed-Mode BiCMOS Process at RIT"

"Optical Properties of Thin Films"

ME schedule		Credits
FALL		
0305-701, 741	Microelectronics I, Lab	4
0305-721, 751	Microlithography Materials and Processes, Lab	4
	Transition	4
WINTER		
0305-702,	Microelectronics II, Lab	4
0305-731, 761	Microelectronics Manufacturing I, Lab	4
	Transition	4
	Elective	4
SPRING		
0305-722, 752	Microlithography Systems, Lab	4
0305-732, 762	Microelectronics Manufacturing II, Lab	4
	Elective	4
SUMMER		
	Internship	8

The MS program

The objective of the master of science program is to provide an opportunity for students to perform a master's level research project as they prepare for entry into the semiconductor industry or a Ph.D. program. The program requires strong preparation in the area of microelectronics, takes two years to complete and requires a thesis.

The prerequisites include a BS in engineering (such as electrical or microelectronics engineering), including one year of study of device physics, 1-2 years of study of semiconductor fabrication technology, including lecture and laboratory, one course in microlithography and one course in VLSI: design. Students from RIT's BS in microelectronics engineering will meet these prerequisites. Students with a BS in electrical engineering may already have the VLSI Design course, the device physics and the semiconductor fabrication technology. Students who do not have all of the prerequisites can take those courses at RIT and still complete the master of science program in two years. The prerequisite courses will be completed during the first few quarters at RIT and will not count toward the 36 credits worth of graduate courses required for the MS degree.

The program consists of eight master's level (700 or higher) courses, including five from microelectronics engineering (0305). A variable-credit (1 or 0 credits) seminar/research course will be taken by all graduate students in this program each quarter that they are at RIT. Up to 4 credits will be allowed to count toward the required 36 hours. A nine-credit thesis

will be required of all students in this program. The total number of credits needed for the master of science in microelectronics manufacturing engineering is 45.

Sample MS schedule		Credits

(For those who are not graduates of RIT's microelectronics engineering program)

FALL		
0305-701, 741	Transition IC Technology, Lab	4
0305-721, 751	Transition Microlithography, Lab	4
0305-560	Transition Device Physics	4
0305-801	Seminar/Research	1
WINTER		
0305-702, 742	Transition IC Technology, Lab	4
0305-731, 761	Microelectronics Manufacturing, Lab	4
0305-XXX	Elective	4
0305-801	Seminar/Research	1
SPRING		
0305-703, 743	Transition IC Technology, Lab	4
0305-722, 752	Microlithography Systems Lab	4
0305-732, 762	Microelectronics Manufacturing Lab	4
0305-801	Seminar/Research	1
SUMMER		
Research		
FALL		
0301-711	Physics of Bipolar Devices	4
0305-XXX	Elective	4
0305-801	Seminar/Research	1
0305-889	Thesis	3
WINTER		
0301-712	Physics & Scaling of CMOS	4
0305-801	Seminar/Research	1
0305-899	Thesis	3
0305-XXX	Elective	4
SPRING		
0301-713	Solid State Physics	4
0305-801	Seminar/Research	1
0305-899	Thesis	3
	Full-time Equivalency	4

Sample MS schedule		Credits

(For RIT microelectronics engineering graduates)

FALL		
0301-711	Physics of Bipolar Devices	4
0305-801	Seminar/Research	1
0305-XXX	Elective I	4
	Full-Equivalency	3
WINTER		
0301-712	Physics & Scaling of CMOS	4
0305-731, 761	Microelectronics Manufacturing, Lab	4
0305-801	Seminar/Research	1
	Full-time Equivalency	3

SPRING		
0301-713	Solid State Physics	4
0305-732, 762	Microelectronics Manufacturing, Lab	4
0305-XXX	Elective	4
0305-801	Seminar/Research	1
SUMMER		
Research		
FALL		
0305-XXX	Elective	4
0305-801	Seminar/Research	1
	Full-time Equivalency	3
0305-889	Thesis	3
WINTER		
0305-801	Seminar/Research	1
0305-899	Thesis	3
	Full-time Equivalency	4
SPRING		
0305-801	Seminar/Research	1
0305-899	Thesis	3
	Full-time Equivalency	4

Assistantships and fellowships

Some assistantships and fellowships may be available for full-time students. Appointment as a teaching assistant carries a 12-hour-per-week commitment to a teaching function and permits a student to take graduate work at the rate of 12 credits per quarter. Appointment as a research assistant also permits taking 12 credits per quarter while the remaining time is devoted to the research effort. Students in the MS program are preferred for research fellowships. Appointments provide full or partial tuition and stipend. Applicants for financial aid should write directly to the department head for details.

Applied Statistics Department

The John D. Hromi Center for Quality and Applied Statistics

Donald D. Baker, Director

Joseph G. Voelkel, Chair

Statistics is the science of making decisions in the face of uncertainty. Statistical thinking and methods are used over a broad spectrum of industrial, research, educational, business and government activities. The Kate Gleason College of Engineering at RIT, through the John D. Hromi Center for Quality and Applied Statistics, offers a master of science degree in applied statistics that provides state-of-the-art statistical thinking and methods. The college also offers an advanced certificate in statistical quality for students whose primary interest is in the field of quality.

The distinguished faculty members of the center include winners of the American Society for Quality's Shewhart Medal, Grant Award, Brumbaugh Award and Shewell Award, and fellows of ASQ and the American Statistical Association.

MS or advanced certificate

The MS degree program, which requires 45 credits (equivalent to 15 courses), is available to both part-time and full-time students. Those working toward their baccalaureate degree in certain RIT departments are eligible to apply for a joint BS/MS program. Cooperative education options are also available. The MS degree is also available in a distance-learning format, which is especially appealing to students who are unable to attend classes on campus.

Many of our students are full-time professionals who want to learn state-of-the-art statistical techniques to enhance their careers and their value to their companies. Others want to change careers and become statistical consultants for their companies. Those who do not fit the full-time professional category typically use the degree to gain employment either as statistical consultants or quality engineers.

The MS program is primarily intended for those students who do not wish to pursue a degree beyond the MS. However, a number of our former students are either working on, or have attained, a Ph.D. at other universities.

Two advanced certificate programs, in statistical quality and in statistical methods for product and process improvement, are also available. Each requires 18 credits (equivalent to six courses) and is available to part-time students. In both programs, the courses are a subset of the MS program courses and are offered both on campus and in the distance-learning format. Most of our advanced-certificate students are full-time professionals who want to learn current statistical and quality techniques to enhance their careers and value as employees. The advanced certificate in statistical quality is aimed primarily at quality managers and quality engineers, or those who aspire to such positions. The advanced certificate in statistical methods for product and process improvement is especially designed for engineers is engineers who want a good education in those statistical methods that are most closely related to their work, but who wish to finish a program in a shorter time period than the MS program.

Full time or part time

Full-time students (four courses per quarter) complete the MS degree in one year if normal progress is made. Students pursuing the MS on a part-time basis (one or two courses per quarter) complete the degree in two to four years if normal progress is made. Part-time students pursuing an advanced certificate typically complete the requirements in four to six quarters of study.

BS/MS programs

The center has agreements with RIT's departments of Mathematics and of Industrial and Manufacturing Engineering that allow students to earn both BS and MS degrees in less time and with fewer courses than would be needed if both programs were pursued separately. Entry into these programs is handled through the undergraduate departments.

Cooperative education

Cooperative education allows qualified graduate students to attend school on a full-time basis during certain quarters and to earn a substantial salary during other quarters, typically as employees in a corporation. To qualify for cooperative education, students must complete at least one quarter of appropriate course work and receive department approval. Reverse cooperative education is also available, in which full-time employees get approval to study on a full-time basis, typically by alternating quarters of work and study.

Distance learning

Since 1979, when the university offered its first distance learning course, RIT has been a leader in the use of electronic forms of communication for course interaction. Our distance-learning courses have the same objectives, rigorous workload, tuition, and academic credit as our on-campus courses. Both the MS degree and the advanced certificate are available through distance learning. No distinction is made between taking courses on campus or through distance learning. In particular, programs earned partly or entirely through distance learning are registered by the New York State Education Department and are accredited by the Middle States Association of the Council for Higher Education. Every distance-learning course offered by the center meets RIT's rigorous standards. Each course features either videotapes or CDs that are professionally prepared for distance learners, not simply videos of recent lectures that were captured on tape. Courses also include weekly or biweekly live chat sessions, using an electronic medium that allows students and instructor to interact.

Because distance-learning courses are designed for the motivated professional who is not able to attend on-campus classes, we recommend enrollment to those over 25 years of age with at least three years of professional employment.

Admission

Admission to the MS degree program will be granted to qualified holders of a baccalaureate degree from an accredited college or university who have an acceptable GPA and mathematics credits, including acceptable grades in university-level calculus through multiple integration, and acceptable probability and statistics college credits, equivalent to 0307-711 and 712. Applicants who fail to meet these requirements will be required to complete these prerequisites prior to matriculation in the graduate program. Admission to the certificate program in statistical quality requires a baccalaureate degree with the probability and statistics requirement but not calculus; admission to the certificate program in statistical methods for product and process improvement also requires a course in calculus.

Entrance exams are not required. However, international students whose native language is not English must have a TOEFL score of at least 550 (or a computer-based TOEFL of at least 213). Courses are offered on an open-enrollment basis, which supports RIT's commitment to recurrent education.

Transfer and interdisciplinary credits

Credit for courses of graduate stature from other universities in statistics, mathematics, computer programming operations research and other quantitative fields related to statistics may be accepted toward fulfillment of degree requirements at the discretion of the department with due regard to the candidate's objectives. A maximum of nine graduate credits can be accepted toward the MS degree, while three credits may be accepted toward the certificate.

A course used toward fulfillment of another degree can be credited only if it corresponds to one of the core courses described below. Transfer credits for the certificate must be from a course covering the same subject matter as the course being waived.

To ensure credit toward the degree, the candidate should write the department indicating courses for which he or she would like transfer credit. Prior approval of such courses is required. More details can be obtained from the department secretary.

Nonmatriculated students

It is not necessary to be formally admitted or matriculated into the MS program in order to register for course offerings. However, students who desire to enter the MS program will be allowed to apply only four courses taken prior to matriculation into the program. This is done to encourage proper selection of courses and to allow for adequate administrative time for transcript review. Students who desire to enter an advanced certificate program will be allowed to apply only two courses taken prior to matriculation into the program.

Financial assistance

Financial assistance is available through the department and is awarded on a competitive basis to qualified applicants. Assistance is offered in several forms, including scholarships and graduate assistantships. Awards are generally given to full-time students, but exceptions may be made for qualified part-time students. Student loans are available in statistical quality. For information on other sources of financial assistance, applicants should review the appropriate section of this bulletin.

Requirements, advanced certificate

Satisfactory completion of the following is required for the advanced certificate in statistical quality.

1. Basic familiarity with statistical software
Students should have basic familiarity with MINITAB, or equivalent, statistical software. This may be obtained by experience; by completion of Data Analysis Using MINITAB, a three-day, noncredit course in data analysis and statistical computing; or through 0307-742 Statistical Computing, taken for at least one credit.

2. Six courses
0307-721 Statistical Process Control
0307-731 Statistical Acceptance Control
0307-781 Quality Management
0307-782 Quality Engineering
0307-801, 802 Design of Experiments I & II

3. Other requirements
The candidate must attain an overall average program grade of 3.0 (B) for graduation; see the department secretary for more details.

Requirements, Advanced Certificate in Statistical Methods for Product and Process Improvement

Satisfactory completion of the following is required for this advanced certificate.

1. Basic familiarity with statistical software
Students should have basic familiarity with MINITAB, or equivalent, statistical software. This may be obtained by experience; by completion of Data Analysis Using MINITAB, a three-day, noncredit course in data analysis and statistical computing; or through 0307-742 Statistical Computing, taken for at least one credit.

2. Six courses
Three core courses:
0307-801 and 802
      Design of Experiments I & II
0307-841 Regression Analysis I

Three elective courses, selected from this list with the help of an advisor:
0307-803 Design of Experiments III
0307-842 Regression Analysis II
0307-782 Quality Engineering by Design
0307-873 Time Series Analysis
0307-862 Reliability Statistics I
0307-831 Multivariate Applications
0307-782 Quality Engineering

The reliability course also requires calculus with integration as a prerequisite.

3. Other requirements
The candidate must attain an overall average program grade of 3.0 (B) for graduation—see the department secretary for more details.

Requirements, master of science

Satisfactory completion of the following is required for the master of science in applied statistics.

1. Basic familiarity with statistical software
These are the same as the requirements for the advanced certificate. However, students who expect to work as statistical consultants are strongly encouraged to take 0307-742 Statistical Computing for 3 credits.

2. Six core courses
0307-801 Design of Experiments I
0307-802 Design of Experiments II
0307-821 Theory of Statistics I
0307-822 Theory of Statistics II
0307-841 Regression Analysis I
0307-842 Regression Analysis II

Students, in conjunction with their advisers' recommendations, should take the core courses early in the program. In any event, they must be taken within the first 30 credit hours of the degree.

3. Four required courses from a
   career option
Each of the four career options is
designed to allow the students to spe-
cialize within their career endeavors.
The four career options are:

Quality Control in Industry

0307-721 Statistical Process Control
0307-731 Statistical Acceptance Control
0307-781 Quality Management
0307-782 Quality Engineering

Industrial Statistics

0307-856 Interpretation of Data
0307-862 Reliability Statistics I
0307-875 Empirical Modeling
0307-883 Quality Engineering by Design

Statistical Theory and Methods

0307-824 Probability Models
0307-830 Multivariate-Analysis Theory
0307-831 Multivariate-Analysis
         Applications
0307-862 Reliability Statistics I

Reliability

0307-762 Reliability Management
0307-824 Probability Models
0307-862 Reliability Statistics I
0307-863 Reliability Statistics II
   Advisers will help to identify the
appropriate career option and to develop
a total program structured to meet indi-
vidual professional objectives. Students
may instead, with the consent of their
advisers, choose a set of specialized
career-option courses other than those
listed above.

4. Five electives, thesis option or
   project option
Five additional courses are chosen by
students with the help of their advisers.
These courses are usually department
courses but may include (along with the
transfer credits explained previously) up
to nine credits from other courses that
are related to the program and that are
consistent with students' professional
objectives. Students, with the approval
of their advisers, may choose to write a
research thesis or research project
instead of taking the full five electives.
Most theses are for 6 credits, reducing
the number of electives to three; projects
are usually for 3 credits.

5. Other requirements
The MS candidate must attain an overall
average program grade of 3.0 (B), with
no more than two grades of C, for grad-
uation. A minimum of 24 credits
in 800-level courses is required in the
degree program. An oral examination is
required for students enrolled in their
last quarter of the program. The exam
tests subject matter and verbal profi-
ciency as well as the ability to perform

as a statistician in a working environ-
ment. Course work must be completed
within seven years. More details on
these requirements may be obtained
from the department secretary.
   Students are strongly encouraged to
develop writing, speaking, presentation
and computer skills as they progress
through the program.

Procedure

To be considered for admission it is nec-
essary to file an application, submit tran-
scripts of all previous undergraduate and
graduate work, obtain two letters of rec-
ommendation and pay an application
fee. (RIT graduates do not have to pay
this fee.) Forms and instructions, includ-
ing quarterly offerings and registration
forms, may be obtained by writing to:

   Director of Admissions
   Rochester Institute of Technology
   Bausch & Lomb Center
   60 Lomb Memorial Drive
   Rochester, NY 14623-5604

Advising

In consultation with a departmental
adviser, a total program structured to
achieve individual professional objec-
tives is worked out with each student.
Matriculated students will be assigned
an adviser, with whom they are required
to meet on a regular basis to review
their progress toward meeting program
requirements. Nonmatriculated students
who wish to be advised should contact
the department secretary.

Faculty

Both full-time and adjunct faculty teach
in the program. All instructors have real-
world experience in the subjects they
teach, which is directly reflected in their
approach to the subject matter. As part
of their contracts with RIT, many of the
full-time faculty work outside the MS
program, through consulting and both
public and contract-basis seminars.
Many are also engaged in professional
activities, present talks at professional
society meetings, and publish research
or application papers.

More information

More information, including course
schedules and interim updates to this
information, is available from the cen-
ter's Web site, www.rit.edu/eng/cqas.

Master of Science in Product Development

Mark W. Smith, *Director*
Christine Fisher, *Coordinator*
585-475-7971
mpdma il@rit. edu,
www.mpd.rit.edu

Product innovation is essential to busi-
ness survival and growth. The creation
and introduction of new products and
services has reached an unprecedented
level of complexity, requiring the coordi-
nation of diverse teams of professionals
from R&D, marketing, finance, manufac-
turing, procurement, sales, and service.
Companies need innovative leaders who
possess a broad blend of technical and
business skills, who understand markets
and the value-chain, and who have the
systems perspective necessary to com-
mercialize products and services. The
master of science in product develop-
ment (MPD) program at RIT provides
the educational foundation that technical
professionals need to prepare them
for high-impact roles in product and
technology innovation.

Overview

The master of science in product devel-
opment program is for engineers and
technical professionals who aspire to
product development leadership posi-
tions throughout their organizations.
Emphasis is placed on cross-functional,
end-to-end product development and
the integrated systems perspective
needed to conceive, create, launch, and
support complex products. The two-year
program, beginning each December, has
been designed in an executive format
where students continue to work at their
companies while taking classes one day
per week.
   The MPD program includes a strong
business component provided by
courses taught by the College of
Business. Designed by academic and
industry leaders, the curriculum inte-
grates business and technical elements
to develop leaders with the knowledge,
skills, behaviors, and perspective to
effectively deploy best-in-class product
development methods, tools, and prac-
tices. The program integrates formal
education, ongoing research, and indus-
trial practice, and continuously refreshes
the curriculum through active partner-
ships with other world-class universi-
ties, research centers, and companies.
   Students acquire the foundation skills
and strategic perspective necessary to
become future leaders and senior man-
agers responsible for driving business
growth through product innovation.
They develop a receptiveness to change

and continuous improvement, an understanding of the enablers to business success, and an enhanced ability to recognize barriers to success early in the commercialization cycle when corrective actions are least costly.

Format

The two-year MPD program begins each December and continues for eight consecutive instructional quarters, including summers, until graduation. Students take two courses per quarter, one in the morning and a second in the afternoon, except during the final quarter when the capstone project is undertaken. Students attend classes one day each week.

Business trips

Two business trips (including one international trip) are taken to augment course work and broaden exposure to product development around the world. The focus of these trips will vary, and students may participate in selecting the venues consistent with program objectives. When feasible, trips will be scheduled in conjunction with partner universities who offer the product development program. See the MPD Web site for descriptions of prior trips.

Curriculum

The MPD program is a 60-credit program that requires successful completion of 13 courses (10 required courses and three electives) plus a capstone project. Students complete required courses in a defined sequence with the other members of their graduating class ("cohort" model).

Core Courses

0303-780 Foundations in Product
          Development
0303-786 Engineering of Systems I
0303-787 Engineering of Systems II
0303-784 Systems and Project
          Management

Foundation courses

0102-740 Organizational Behavior and
          Leadership
0105-761 Marketing Concepts
0303-785 Engineering Risk-Benefit
          Analysis
0303-764 Operations and Manufacturing
          Systems
0303-787 Systems Optimization
0101-703 Financial Accounting Systems

Elective courses

Three elective courses (12 credits) are required. The MPD program will offer each class a series of graduate level electives from Engineering and Business during the normally scheduled class times each year. Students may select from a list of other courses approved by the program, but at least one elective must be from business and another from engineering. Recommended electives may include such offerings as Quality Engineering by Design, Management of Technology, Managing Research and Innovation, Integrated Product and Process Design, Software Project or Process Management, Systems Dynamics, and others.

Capstone project

Students must successfully complete a project (eight credits) during the final two quarters of the MPD program based on a real-world problem, often identified in the companies where they work. The corporate-oriented capstone project encompasses the broad integrative aspects of new product development— it synthesizes, increases, and demonstrates the student's understanding and knowledge of previous program material and underscores the behaviors essential to product development leadership. See the MPD Web site for descriptions of previous projects.

Sponsorship

Most students are sponsored by an employer who is committed to improving leadership capabilities in product development. Sponsorship includes permitting students to attend classes and participate in business trips, and also involves a commitment to work with their students to provide clear expectations and well articulated career development plans that build upon the MPD program.

Candidates are welcome to sponsor themselves. Contact the MPD program office for information on financial aid.

Admission requirements and procedures

To participate in the MPD program, candidates should have the following credentials:

An undergraduate degree in engineering or a related scientific or technical field with a minimum GPA of 3.0;

At least five years experience directly related to product development. This experience must reflect continued growth and professional development.
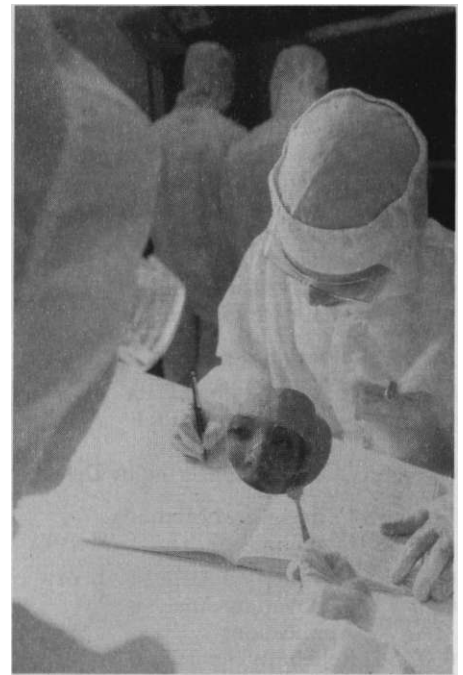
Exceptions may be considered on a case-by-case basis. (No graduate entrance exam is required although candidates are welcome to support their application with results from the GMAT or GRE).

All applicants must provide the following:

• a completed application form plus nonrefundable application fee;
• an official transcript for all undergraduate and graduate work completed;
• at least one letter of recommendation from a current or recent supervisor;
• a current resume; and
• a personal interview with the MPD admissions team (after other completed application materials are submitted).

All application materials are available from the MPD program office or from the MPD Web site.

For further information about the MPD program:

Rochester Institute of Technology
Product Development Program
111 Lomb Memorial Drive
Rochester, NY 14623-5608
Tel: 585-475-7971 Fax: 585-475-7955
E-mail: mpdmail@rit.edu
Web site: www.mpd.rit.edu

MS in Manufacturing Management and Leadership (MML)

The MS in manufacturing management and leadership was developed jointly by the College of Business and the Kate Gleason College of Engineering to educate graduates to lead manufacturing teams and organizations for successful competition in a global economy. The program is especially valuable for those who have responsibility for the development and leadership of business or technical processes. Many tools and techniques involved in "black belt" improvement training are integral to the program. The curriculum includes business and engineering courses with a strong emphasis on integration. Unifying themes include leadership and teaming total quality, manufacturing engineering process engineering total cost, and manufacturing strategy. A seminar series is an integral part of the program.

The MML program is designed to accommodate part-time students and is usually completed in two academic years, but students may register during any quarter and take more time to complete the program if necessary. A capstone project, oriented to the solution of manufacturing management problems or to technically related business processes, enables students to apply new skills and capabilities to the solution of a pressing real-world problem.

The curriculum

The graduate program of study consists of 48 credits of engineering and business courses and an integrative capstone project. The courses are:

0102-740 Organizational Behavior and Leadership
0303-625 Concepts in Manufacturing
0303-784 Systems and Project Management
0303-766 Manufacturing Systems
0102-747 Managing Manufacturing Resources
0303-750 Management of Quality Systems
0101-794 Cost Accounting in the Manufacturing Environment
0303-760 Product/Process Development & Design
0303-720 Production Control
0303-762 Manufacturing Systems Modeling & Performance Analysis
0303-723 Facilities Planning
0303-891 Capstone Integrative Project

Topics in the seminar series are selected to meet the interests of students. Topics might include: flowcharting with IDEF, ergonomics, safety, environment, demand forecasting with neural nets, change process system management, design of experiments or Taguchi robust design, or other relevant topics and emergent issues.

Format

The MML program was designed to be completed in two academic years (excluding summers), where each new class is admitted in the fall quarter and continues throughout the program as a cohort group. Classes are held in the late afternoon and evening on two days each week, to accommodate students' work schedules.

Prospective students also have the option to enroll at other times during the academic year or take a reduced course load, consistent with time or financial restrictions. Candidates should follow the normal admission process. Contact the program office for more information.

Students may also take a reduced number of courses on a non-matriculated basis. Credits earned while enrolled as a non-matriculated student may be applied to the MML degree program following formal admission.

Admission requirements

Applicants should have the following credentials:
• A baccalaureate or equivalent degree from an accredited institution and a minimum cumulative grade point average of 3.0 (B);
• At least two years experience in a manufacturing-related organization or related business environment.

Exceptions may be considered on a case-by-case basis. (No graduate entrance exam is required although candidates are welcome to support their application with results from the GMAT or GRE).

Applicants must provide the following:
• A completed RIT graduate application and two professional recommendations;
• A current resume; and
• An interview with the MML admissions team (after other application materials are received).

Prerequisite knowledge

Admitted students must possess knowledge and skills at the introductory course level in:
Probability and statistics
Engineering economy or basic finance
Differential calculus
Computer literacy
Comprehension of engineering drawings
Basic properties of materials
Manufacturing processes

These requirements are specified in a pre-assessment package that students may use to determine their individual needs. Areas that need strengthening can be addressed by guided reading, formal course work, independent study, seminars, or other suitable means. Students should complete the pre-assessment process at least one quarter before enrollment.

For further information about the MML program:
Rochester Institute of Technology
MML Program
111 Lomb Memorial Drive
Rochester, NY 14623-5608
Tel: 585-475-2287 or 585-475-7971
Fax: 585-475-7955
E-mail: mml@rit.edu

Graduate Faculty
College of Engineering

Harvey J. Palmer, BS, University of Rochester; Ph.D., University of Washington—Dean; Professor

Computer Engineering Department

Andreas Savakis, BS, MS, Old Dominion University; Ph.D., North Carolina State University—Department Head; Associate Professor, Digital Image Processing, Computer Vision

Roy Czernikowski, BEE, ME, Ph.D., Rensselaer Polytechnic Institute—Professor, Real-Time Computation, Computer Architecture and Distributed Systems

Mary Eshaghian, BS, MS, Ph.D., University of Southern California—Professor

Kenneth Hsu, BS, National Taiwan Normal University; MS, Ph.D., Marquette University—Professor, VLSI Design, Microcomputers and Control Systems

V. C. V. Pratapa Reddy, BE, M.Tech., Osmania University, India; Ph.D., Indian Institute of Technology, Madras—Professor, Digital Systems

Muhammed E. Shaaban, BS, MS, University of Petroleum and Minerals, Saudi Arabia; Ph.D., University of Southern California—Assistant Professor, Computer Architecture, Parallel Computation

Pawel Sniatala, M.Sc., Ph.D., Poznan University of Technology—Assistant Professor, Microelectronics and VLSI Design

Electrical Engineering Department

Robert J. Bowman, BSEE, Pennsylvania State University; Ph.D., University of Utah—Department Head; Professor

Vincent J. Amuso Sr., BS, Western New England College; MS, Syracuse University; Ph.D., Rensselaer Polytechnic Institute—Assistant Professor, Communications/Signal Processing

Sohail A. Dianat, BS, Aria-Mehr University, Iran; MS, Ph.D., George Washington University—Professor, Control Systems, Signal Processing

Mark Hopkins, BS, Southern Illinois University; MS, Ph.D., Virginia Polytechnic Institute—Associate Professor, Control Systems

Swaminathan Madhu, MA, University of Madras; MS, University of Tennessee; Ph.D., University of Washington—Professor, Signal Processing

Athimoottil V. Mathew, BEE, Jadavpur University, India; M.Tech., Indian Institute of Technology; Ph.D., Queen's University (Ontario)—Professor, Control Systems, Robotic Vision

P. R. Mukund, BS, MS, Ph.D., University of Tennessee—Professor, VLSI Design, Electronic Devices and Circuit Design

Daniel B. Phillips, BS, State University of New York College at Buffalo; MS, Ph.D., University of Rochester—Assistant Professor

Sannasi Ramanan, BS, BE, M.Tech., Ph.D., Indian Institute of Technology—Associate Professor, Semiconductor Devices

Raghuveer Rao, BS, Mysore University, India; ME, Indian Institute of Science, Bangalore, India; Ph.D., University of Connecticut—James E. Gleason Professor, Image and Signal Processing

V. C. V. Pratapa Reddy, BE, M.Tech., Osmania University, India; Ph.D., Indian Institute of Technology, Madras—Professor, Digital Systems and Microprocessors

Ferat E. Sahin, BS, Istanbul Technical University, Turkey; MS, Ph.D., Virginia Polytechnic Institute—Assistant Professor

David Sumberg, BA, Utica College of Syracuse University; MS, Ph.D., Michigan State University—Associate Professor, Optics

Fung-I Tseng, BS, Taiwan University; MS, Chiao-Tung University; Ph.D., Syracuse University—Professor, Electromagnetics, Optics

Jayanti Venkataraman, BS, MS, Bangalore University; Ph.D., Indian Institute of Science, Bangalore, India—Professor, Electromagnetics

Industrial & Systems Engineering Department

Jacqueline Reynolds Mozrall, BS, Rochester Institute of Technology; MS, North Carolina State University; Ph.D., State University of New York at Buffalo—Department Head; Associate Professor, Industrial Engineering, Human Factors

Andres L. Carrano, BS, Universidad Catolica Andres Bello, Venezuela; MS, Ph.D., North Carolina State University—Assistant Professor

Michael E. Kuhl, BS, Bradley University; MS, Ph.D., North Carolina State University—Assistant Professor

Matthew M. Marshall, BS, Rochester Institute of Technology; Ph.D., University of Michigan—Assistant Professor

Nabil Z. Nasr, BS, Helwan University, Egypt; MS, Rutgers University; M.Eng., Pennsylvania State University; Ph.D., Rutgers University—Associate Professor, Brinkman Professor of Screw Machine Technology, Robotics, NC Programming, Manufacturing

Sudhakar R. Paidy, BS, Osmania University, India; MS, Ph.D., Kansas State University-Professor, Statistics, CIM, Reliability, and Operations Research

N. Richard Reeve, BS, MS, Ph.D., State University of New York at Buffalo—Professor, Applied Operations Research

Paul H. Stiebitz, BS, ME, Rochester Institute of Technology—Associate Professor, Simulation and Operations Research

Brian K. Thorn, BS, Rochester Institute of Technology; MS, Ph.D., Georgia Institute of Technology—Associate Professor, Applied Statistics, Behavior Science

Mechanical Engineering Department

Edward C. Hensel, BS, Clarkson University; Ph.D., P.E., New Mexico State University—Department Head; Professor

Stephen Boedo, BA, State University of New York at Buffalo; MS, Ph.D., Cornell University—Assistant Professor

Richard G. Budynas, BME, Union College; MS, University of Rochester; Ph.D., P.E., University of Massachusetts—Professor, Applied Mechanics, Vibrations

Agamemnon L. Crassidis, BS, MS, Ph.D., State University of New York at Buffalo—Assistant Professor

Elizabeth A. DeBartolo, BS, Duke University; MS, Ph.D., Purdue University—Assistant Professor

Hany A. Ghoneim, BS, MS, Cairo University, Egypt; Ph.D., Rutgers University—Professor, Finite Elements, Vibrations

Amitabha Ghosh, B.Tech., M.Tech., Indian Institute of Technology, India; Ph.D., Mississippi State University—Professor, Computational Fluid Dynamics, Aerodynamics

Surendra K. Gupta, B.Tech., Indian Institute of Technology, India; MS, University of Notre Dame; Ph.D., University of Rochester—Professor, Materials Science, Computer Software, Image Processing

Charles W. Haines, AB, Earlham College; MS, Ph.D., Rensselaer Polytechnic Institute—Professor, Applied Mathematics

Satish G. Kandlikar, BE, Marathwada University, India; M.Tech., Ph.D., Indian Institute of Technology—Professor, Thermal Systems and Energy

Mark Kempski, BS, Purdue University; MS, Ph.D., State University of New York at Buffalo—Professor, Biomechanics

Kevin Kochersberger, BS, MS, Ph.D., Virginia Polytechnic Institute and State University—Associate Professor, Signal Processing, Structural Dynamics, Design

Jeffrey D. Kozak, BS, Gannon University; MS, Ph.D., Virginia Polytechnic and State University of Virginia—Assistant Professor

Alan H. Nye, BS, MS, Clarkson College; Ph.D., University of Rochester—Professor, Solar Physics, Lasers

Ali Ogut, B.Ch.E., Hacettepe University, Turkey; MS, Ph.D., University of Maryland—Professor, Fluid Mixing, Thermal Fluid Sciences

Brett J. Pokines, BS, MS, State University of New York at Buffalo; Ph.D., Virginia Polytechnic Institute and State University—Assistant Professor

Risa J. Robinson, BS, MS, Rochester Institute of Technology; Ph.D., State University of New York at Buffalo—Assistant Professor

Frank Sciremammano Jr., BS, MS, Ph.D., University of Rochester—Professor, Geophysical Fluid Dynamics and Environmental Engineering

Josef S. Torok, BS, University of Akron; MS, Ph.D., Ohio State University—Professor, Theoretical and Applied Mechanics, Applied Mathematics, Dynamic Systems

P. Venkataraman, B.Tech., Indian Institute of Technology; MS, Ph.D., Rice University—Associate Professor, Optimal Control, Fluid Mechanics, Optimal Design

Wayne W. Walter, BE, State University of New York Maritime College; MS, Clarkson College; Ph.D., P.E., Rensselaer Polytechnic Institute—Gleason Professor, Applied Mechanics, Robotics, Vibrations

Microelectronic Engineering Department

Santosh Kurinec, BS, MS, Ph.D., University of Delhi, India—Department Head; Professor, Materials, Solid State Devices, Sensors

Dale E. Ewbank, BS, MS, Rochester Institute of Technology—Visiting Assistant Professor

Lynn F. Fuller, BS, MS, Ph.D., State University of New York at Buffalo—Motorola Professor, Analog I.C. Design, Semiconductor Manufacturing, Process Integration

William J. **Grande,** BS, New Jersey Institute of Technology; MS, Ph.D., Cornell University—Assistant Professor, Microelectromechanical Systems (MEMS), Plasma Etching, Chemical Mechanical Planarization (CMP)

Karl D. Hirschman, BS, MSEE, Rochester Institute of Technology—Director, Microsystems Fabrication Lab; Associate Professor, Semiconductor Manufacturing, Process Integration

Michael A. **Jackson,** BS, MS, Ph.D., State University of New York at Buffalo—Associate Professor, Surface Analysis, Integrated Circuit Metrology, Solid State Devices, Materials

Bruce W. Smith, BS, MS, Ph.D., Rochester Institute of Technology—Associate Dean for Graduate Studies; Professor, Microlithography

Applied Statistics Department

Donald D. Baker, BA, Trinity College; M.Ed., MBA, Ph.D., University of Rochester—Professor, Director; Quality Standards, Quality Management and Problem Solving

Peter Bajorski, MS, University of Wroclaw; Ph.D., Technical University of Wroclaw—Assistant Professor, Statistical Consulting, Nonparametric Methods, Categorical Data Analysis, Visualization Methods, Exploratory Data Analysis

Anne M. Barker, BA, Nazareth College; MS, Rochester Institute of Technology; Ph.D., University of Rochester—Assistant Professor, Taguchi Methods, Design of Experiments, Statistical Process Control, Regression Analysis

Thomas B. Barker, BS, MS, Rochester Institute of Technology—Associate Professor, Statistical Experimental Design, Taguchi Methods, Psychometric Scaling, Regression Analysis

Stephen M. **LaLonde,** BS, State University of New York College at Potsdam; MS, Ph.D., Syracuse University—Assistant Professor

Daniel R. Lawrence, BA, BS, University of Akron; MA, Ball State University; MS, Rochester Institute of Technology; Ph.D., University of Toronto—Associate Professor, Multivariate Analysis (especially of categorical data), Qualitative Measurement, Psychometrics, Survey Design and Analysis

Joseph G. **Voelkel,** BS, Rensselaer Polytechnic Institute; MS, Northwestern University; Ph.D., University of Wisconsin-Madison—Associate Professor, Chair, Experimental Design, Process Modeling and Improvement, Multivariate Analysis, Reliability, Nonparametrics

Note: Prerequisites are within parentheses at the end of the course description.

Computer Engineering

0306-720   **Electronic Design Automation**
The creation of large, complex electronic systems has grown beyond the capabilities of any number of people without computer support. Successful completion of large design projects requires that computers be used in virtually all aspects of design. This course will investigate some of the basic design automation tools and algorithms in order to understand their capabilities, limitations and internal operations. Topics covered will be the VHDL hardware description language, simulation techniques, design synthesis, placement and routing, and design verification methods. Laboratory projects in the use and creation of design automation tools will be required. (0306-561 or equivalent; 0306-630/730 also suggested) **Class 4,** Credit **4 (F, W)**

0306-722   **Advanced Computer Architecture**
This course will emphasize the impact of VLSI and communication issues on computer architecture. Topics covered will include highly concurrent, multiprocessor and fault-tolerant computer systems as well as data flow architectures. Modeling techniques for system verification will also be included. (0306-551 or 0605-720) Class 4, Credit 4 (W)

0306-730   **VLSI Design**
An introduction to the design and implementation of Very Large Scale Integration (or VLSI) including NMOS and PMOS devices, CMOS circuits and digital subsystems. The procedures for designing and implementing digital integrated systems will be covered including the Mead and Conway structured design approach consisting of the use of stick diagramming, scaling of CMOS design rules and techniques for estimating time delays. Emphasis will be placed on the use of static CMOS circuits and regular structures such as programmed logic arrays in custom and standard cell-based designs. The use of workstations with Mentor Graphics design tools for circuit simulation and physical layouts will be stressed. Graduate level laboratory design projects will be required. **Class 4, Credit 4 (F, S, SU)**

0306-731   **VLSI Design Projects**
A second course in the design and implementation of Very Large Scale integration (VLSI) circuits and systems. Emphasis will be placed on the design and use of dynamic precharge and precharge-evaluate CMOS circuitry including Domino, NORA and Zipper CMOS logic, and subsystems. Basic requirements of a clocking system and a general clocking strategy for timing design in both static and dynamic CMOS circuits will be investigated. Topics on the design and use of a standard cell library in the implementation of large system designs will be covered. The use of workstations with Mentor Graphics design tools and Synopsys synthesis tool suite will be required in laboratory projects leading to the design, VHDL synthesis and testing of an integrated circuit device. **Class 4, Credit 4 (W, S)**

0306-740   **Analytical Topics for Computer Engineering**
This course begins by reviewing signal and system analysis techniques for analyzing linear systems. It includes Fourier techniques and moves on to present fundamental computational techniques appropriate for a number of applications areas of computer engineering. A section on numerical linear algebra will include techniques for analyzing discrete time signals and systems. Other major course areas are symbolic logic and discrete optimization techniques, including computer representations of networks, shortest-path problems and minimum spanning tree problems. (1016-265 or 0602-705 and preferably 0605-700) **Class** 4, **Credit** 4 **(F)**

0306-741   **Design for Testability**
This course will introduce the concepts of failure mechanisms and fault modeling in digital circuits. It describes various test strategies for the digital systems. Techniques to integrate design and test for VLSI circuits will be included. Design for autonomous test, SCAN-PATH concepts and testability analysis will be discussed. Built-in self-test (BIST) techniques will be detailed. Concepts of easily testable logic will be introduced. In addition, testability bus and the boundary-scan techniques will be included for system-level testability. Class 4, Credit 4 (F)

0306-756   **Multiple Processor Systems**
Introduces basic concepts of parallel and high-performance computing and current methodologies and trends in the design and programming of multiprocessor systems. Theoretical models of parallel computing and performance metrics are studied and contrasted with practical parallel system architectures, programming environments, and benchmarking techniques. Parallel architectures are classified according to mode and degree of parallelism, memory organization, and type and typology of interconnection networks used in the design. The suitability of various architectures in meeting demands is studied in depth including the study of representative examples of current commercial machines. Students will complete programming assignments on a parallel computer illustrating practical issues. A review and analysis of a commercial parallel processor system or an active research area is required; written review presented in class. (0306-722) Class 4, Credit 4 (S)

0306-758   **Fault Tolerant Digital Systems**
Formal models and concepts in fault diagnosis. Test generation. Design for testability techniques. Design techniques to achieve fault tolerance. System evaluation techniques. The design of practical fault-tolerant systems. Fault-tolerant design of VLSI circuits and systems. (0603-400 or 0301-650 or 0301-750 or 0306-561,0306-550 or 0603-720) Class 4, Credit 4

0306-759   **Principles of Digital Interfacing**
The objective of this course is to give students basic concepts of interfacing to microcomputer bus systems, including familiarity with various peripheral components currently available. Students will gain experience in the actual implementation of microcomputer systems. The course is hardware oriented, but some high-level software will be required to make the experimental systems operational. (0306-561 or equivalent) Class 3, Lab 3, Credit 4 (F)

0306-761   **Engineering Design of Software**
An advanced course moving the student beyond computer programming to the engineering of complex software systems. At the end of this class, students will be able to make the right selection of design methodologies or architectures, produce executable structure models that can be verified by computer, formulate a design that meets all functional and performance requirements, and perform trade-off analyses that enhance decision making. Students will work in teams on large-scaled software projects. (Knowledge of software engineering process models and related activities, basic familiarity with a high-level programming language) Class 4, Credit 4 (F, W)

0306-762   **Concurrent Software Design**
This course introduces methods for developing and designing concurrent software, which consists of many cooperating processes. Formal logical formulas are used to characterize sets of states and sets of program behaviors. The software is then analyzed by manipulating these logical formulas. Several classical concurrent programming problems such as critical sections, producers and consumers, and resource allocation are examined. Practical examples and exercises are used to illustrate key points and evaluate design tradeoffs. (Permission of instructor) Class 4, Credit 4 (S)

0306-772   **Special Topics in Computer Engineering**
Topics and subject areas that are not among the courses listed here are frequently offered under the title of Special Topics. Such courses are offered in a normal format; that is, regularly scheduled class sessions with an instructor. Credit variable (no regular course schedule)

0306-784   **Digital Image Processing Algorithm**
This is a graduate-level course that emphasizes the computational and algorithmic techniques required for processing digitized pictorial images. The acquisition and quantization of digital images are described, followed by analysis and filtering techniques. Segmentation, projection and reconstruction techniques are discussed. Finally, bi-level image processing is discussed, including contour filling and thinning techniques. Programming projects will be required. (Competency in calculus, engineering math and structured programming is required) Class 4, Credit 4

0306-800   **Graduate Project**
This course will fulfill the graduate project requirement under the non-thesis option of the MS degree in computer engineering. The student must obtain departmental approval as well as approval from the appropriate faculty members who supervise the project before registering for this course. Credit 0-5
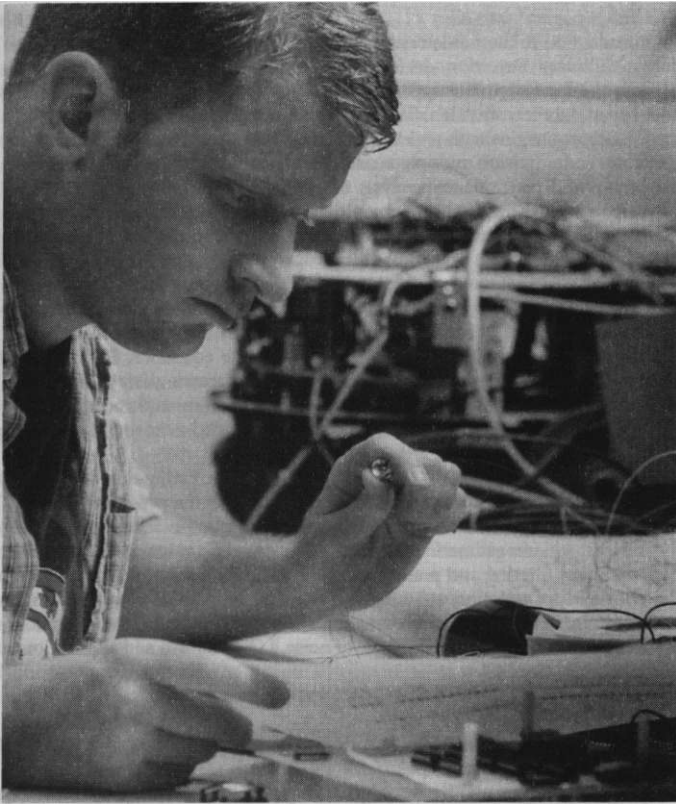
0306-890 Thesis

An independent engineering project or research problem to demonstrate professional maturity. A formal written thesis and an oral defense are required. The student must obtain the approval of an appropriate faculty member to guide the thesis before registering. The thesis may be used to earn a minimum of 5 and a maximum of 9 credits. **Credit variable**

Electrical Engineering

0301-702 Random Signals & Noise

In this course the student is introduced to random variables and stochastic processes. Topics covered are probability theory, conditional probability and Bayes theorem, discrete and continuous random variables, distribution and density functions, moments and characteristic functions, functions of one and several random variables, Gaussian random variables and the central limit theorem, estimation of a random variable, random processes, stationarity and ergodicity, auto correlation, cross-correlation and power spectrum density, response of linear prediction, Wiener filtering, elements of detection, matched filters. (Graduate standing) Credit 4

0301-703 Matrix Methods in Electrical Engineering

This course is required of all graduate students. It deals with the elements of linear algebra and states variables as applied to continuous and discrete-time systems. Topics include linear vector spaces, matrices, matrix transformations, Cayley-Hamilton theorem, state variables, canonical realizations of state equations, state transition matrix, solution of state equations, stability analysis and applications. Credit 4

0301-710 Advanced Electromagnetic Theory

The primary objective is to provide the mathematical and physical fundamentals necessary for a systematic analysis of electromagnetic field problems. Topics include potential representations, scalar and vector Green's functions, Green's theorem, reciprocity, duality, equivalence principle, image theorem, radiation from apertures, scattering, integral equation solutions, perturbation and numerical methods. (Graduate standing) Credit 4, (F)

0301-711 Physics of Bipolar **Devices**

An advanced level course in electronic transport in semiconductors and the operation of bipolar devices (pn junction diodes, bipolar junction transistors and semiconductor-controlled rectifiers). Topics include electron drift, diffusion and carrier lattice interactions, energy band diagrams in non-uniformly doped semiconductors, continuity equations, impact ionization, tunneling, advanced static and dynamic analysis of diodes and bipolar transistors, design of bipolar devices. **Credit** 4 (F)

301-712 Physics & Scaling CMOS Development

An advanced level course on MOSFET's and submicron CMOS devices. Topics include MOS capacitators, gated diodes, long channel MOSFET, subthreshold conduction and offstate leakage, short channel effects, ion-implanted channels, buried-channel PMOS, CMOS scaling and structural design of submicron CMOS, advanced well technologies and latch-up immunity, CCDs and memory devices (EPROMs, EEPROMs including Flash EEPROMs, SRAMs, DRAMs). **Credit** 4 **(W)**

0301-713 Solid State Physics

An intermediate level course on the physical properties of semiconductors for engineering students. The emphasis is on semiconductor materials and fundamental solid state physics. Topics include electronic structure of atoms, crystal structures, direct and reciprocal lattices, Bragg diffraction, Bloch electrons, energy band theory, effective mass theory, energy-momentum relations in direct and indirect band gap semiconductors, intrinsic and extrinsic semiconductors, statistical physics applied to carriers in semiconductors, density of states, and lattice vibrations. **Credit** 4 **(S)**

0301-717 Circuit Microwave Design

The primary objective is to study the fundamentals of microwave engineering with emphasis on microwave network analysis and circuit design. Topics include microwave transmission lines such as waveguides, coax, microstrip and stripline, microwave circuit theory such as S-matrix, ABCD matrices, even-odd mode analysis, analysis and design of passive circuits and components, matching networks, microwave resonators, and filters. (0301-703, Advanced EM Theory) **Credit** 4, **(W)**

0301-726 Analog IC Design

A course in the analysis and design of bipolar analog integrated circuits. Topics include device models, amplifiers, current sources and active loads, output stages, operational amplifiers, precision reference design and analog circuit design in bipolar LSI. Course will involve circuit design and computer simulation projects. **Credit** 4

0301-727 VLSI Design

A course in the design of very large scale integrated circuits at the level of Mead and Conway's VLSI Design. Topics include MOS devices and circuits, n-channel MOS process, data and control flow in systematic structures, implementing integrated system design, system timing and examples of LSI computer systems. (0301-724,670 and a course in computer architecture) Credit 4

0301-729 Antenna Theory & Design

The primary objective is to study the fundamental principles of antenna theory applied to the analysis and design of antenna elements and arrays including synthesis techniques and matching techniques. Topics include antenna parameters, linear antennas, array theory, wire antennas, microstrip antennas, self and mutual impedances, equivalence principle, Huygen's principle, aperture antennas, traveling wave antennas, and reflector antennas. (0301-703, Advanced EM Theory) **Credit** 4, (F)

0301-730 Advanced Analog IC Design

An advanced course in analog integrated circuit design. Students will study bipolar and MOS realization of operational amplifiers, analog multipliers, A to **D** and **D** to A converters, switched capacitor filters and more. The students will participate in design projects including circuit design, layout and SPICE simulation. (0301-726) **Credit** 4

0301-731   **Designing High-Performance Digital Systems**

This course deals with the practical aspects of modern packaging techniques for assembly of electronic systems and the effects of these techniques on electronic and thermal performance characteristics. The stress is on system and subsystem packaging rather than on component packaging and includes both surface-mount and through-hole printed circuit boards as well as multi-chip modules. Design for assembly, design for test, design for reliability, and embedded microprocessor systems are all considered. Along with the usual examinations, a paper or project will be required. Will include presentations by experienced industrial professionals. A project similar to a term paper will be required along with an oral and a written presentation of the project results. Projects are supported by Sun workstations and commercial CADENCE software. (0301-650 or equivalent) Credit 4

0301-732   **Digital System Design with VHDL**

This course deals with the practical aspects of digital system design using the IEEE-standard VHSIC Hardware Description Language (VHDL) and a modern commercial development system. The course begins with a brief summary of the syntax of VHDL followed by several examples of hardware modeling. Simulation of VHDL models with test benches is discussed, and the applications of VHDL to top-down design methodology are presented. Two projects will be required. The first is primarily to attune the student to the VHDL development system, while the second is a real subsystem designed and implemented on programmable devices. The course will be supported by the Altera-VHDL software and hardware and / or by the Xilinx-VHDL hardware and software. (0301-650 or equivalent) Credit 4

0301-733   **Robust Control**

One of the most useful qualities of a properly designed feedback control system is robustness, i.e., the ability of the closed-loop system to continue performing satisfactorily despite large variations in the (open-loop) plant dynamics. This course will provide an introduction to the analysis and design of robust feedback control systems. Topics covered: overview of linear algebra and linear systems; H2 and H« spaces, modeling and paradigms for robust control; internal stability; nominal performance (asymptotic tracking);balanced model reduction; uncertainty and robustness; H2 optimal control; H2 control; H2 loop shaping; controller reduction; and design for robust stability and performance. (0301-703) Credit 4 (S)

0301-741   **Design for Testability**

This course deals with the design systems for testability and for maintainability. A survey of criteria for testability is given. A discussion of fault simulation and test pattern generation is included. Random test pattern generators and associated data compression schemes such as signature analysis are also described. Scanning techniques (both scan path and boundary scan) are discussed. The tradeoffs between built-in testing capacity and additional silicon structures are weighed. A small project, usually involving simulation, will be required. (0301-650) Credit 4

0301-742   **Advanced Microprocessor Software Design**

An introduction to the theory and application of top-down design, structure, abstraction, segmentation, high-level languages, and operating systems to real-time programs for microprocessors. Students will become proficient in a structured high-level language. Topics include structure diagrams, separate module compilation, data types, data structures, self-documenting code, procedures, meaningful variable names, linkage with other languages, object code libraries, operating system calls, multi-tasking concurrent and re-entrant programs, and symbolic debugging. (0301-365 or a high-level programming language) Credit 4

0301-749   **Speech & Image Compression**

Modern compression techniques used in efficient digital transmission and storage of speech and image waveforms are dealt with. Topics include digital communication channels, sampling and reconstruction of one-dimensional and two-dimensional signals, coding concepts, bit rate, coder complexity, rate distortion and information-theoretic bounds, characteristics of speech and image waveforms, quantization techniques, uniform nonuniform, logarithmic, optimum (Max), entropy coding, adaptive, pulse code modulation (PCM) of audio and video waveforms, DPCM, ADPCM, and delta modulation, linear prediction, transform coding, optimum (Karhunen-Loeve) transform and its gain, sub-optimum transforms, DFT, DCT, DST, DHT, and DWHT, special coding schemes, run-length coding, block truncation coding, sub-band coding, vector quantization, comparative performance of various schemes. Computer assignments and demonstrations are involved. Credit 4

0301-753   **Multiuser Detection**

An introduction to the fundamental concepts of multiuser digital communications. Multiuser Detection deals with demodulation of interfering digital streams of information that appears in areas such as wireless communications, high-speed data transmission. Satellite communications, and magnetic recording. The course begins with review of multi-access communication channels, in particular code-division multiple-access (CDMA) channels. This is followed by the design and performance analysis of optimum linear multiuser detectors. Also topics such as decision-driven multiuser detection and noncoherent multiuser detection are covered. (0301-702 and 0301-703 or permission of instructor). Credit **4** (S)

0301-761   **Modern Control Theory**

An advanced course in control theory, topics covered include review of state-space formulation of SISO systems, solution of state equations, STM and its properties, application of state-space concepts, state variable design, multivariate systems, preliminaries, systems of lease order, stability and control. (0301-700, 701,513) Credit **4**

0301-763   **Stochastic Estimation & Control**

This course is concerned with the control of systems in the presence of uncertainties. Topics to be discussed: modeling of stochastic processes, estimation theory, least squares estimation, maximum-likelihood estimation, MAP estimation, optimum filtering and prediction, optimum smoothing and interpolation, the Wiener-Hopf equation, solution to casual and non-casual cases, state estimation, Kalman filtering, discrete and continuous time filters, Riccati equation, optimum feedback control in presence of noise, LQC problem and applications. (0301-702, 761) Credit **4**

0301-764   **Digital Control Systems**

An introduction to the analysis and design of control systems in which the microcontroller plays a principal role. Topics include sampled data systems, Z and W-place analysis and design, algorithm generation and the effect of computer word length on noise and stability. The student will be expected to make use of the digital computer in the implementation of design procedures. (0301-701) **Credit 4**

0301-768   **Adaptive Signal Process**

An introduction to the fundamental concepts of adaptive systems; open and closed loop adaptive systems; adaptive linear combiner; performance function and minimization; decorrelation of error and input signal. Adaptation algorithms such as steepest descent, LMS and LMS/Newton algorithm. Noise and misadjustments. Applications will include system identification, deconvolution and equalization, adaptive arrays and multipath communication channels. (0301-756 or permission of instructor) **Credit 4**

0301-769   **Fuzzy Logic & Applications**

This course introduces fuzzy logic and its applications in areas like control systems, image processing, derision making, etc. Major topics: fuzzy sets, rule base, generation and combinations of rules, defuzzification. Fuzzy systems, choice of fuzzy variables, their division into fuzzy sets, choice of membership functions, the effect of these on system performance. Applications: discussion of published works and student projects using fuzzy logic. Students are required to research the published literature and / or do projects and take an active part in these discussions. **Credit 4**

0301-770   **Pattern Recognition**

This course introduces the mathematical techniques applied to the recognition of patterns in signals. It deals with classical techniques as well as treating the more recent strategies of neural networks. Although the techniques are described in a general way, the course eventually applies these methods to the recognition of patterns in images. Topics include Bayes derision theory, parametric and non-parametric techniques, the use of linear discriminate functions and the use of neural networks in pattern recognition. Methods of feature selection will also be discussed. Applications to images will include image preprocessing for edge detection and edge following algorithms. Applications will also deal with the use of Fourier, Cosine and Moment image descriptors. **Class 4, Credit 4**

0301-772   **Special Topics**

Topics and subject areas that are not among the courses listed are frequently offered under the title of Special Topics. Such courses are offered in a normal format; that is, regularly scheduled class sessions with an instructor. (No regular course schedule) **Credit 4**

0301-779   **Digital Image Processing**
This is an introductory course in digital image processing which begins with a study of two-dimensional signal processing and transform methods with applications to images. Image sampling is discussed followed by gray level description of images and methods of contrast manipulation including linear/nonlinear transformation and histogram equalization and specification. Image smoothing methods are considered including spatial and frequency domain low pass filtering, AD-HOC methods of noise removal and median filtering. Following this, methods of image sharpening are studied including derivative methods and high pass filtering. Edge and line detection methods are discussed using masks and hough transforms, methods of image segmentation and degradation and image restoration, including deblurring. Several extensive computer and DSP lab assignments are required. (0301-755, 754 or permission of instructor) Credit 4

0301-780   **Independent Study**
This course number should be used by students who plan to study a topic on an independent study basis. The student must obtain the permission of the appropriate faculty member before registering for the course. Credit 4

0301-789   **Optimization Techniques**
This course provides a rigorous introduction to the principles and applications of optimization techniques. Optimization has applications in almost every branch of science and engineering. The course aims to present those aspects of optimization methods which are currently of foremost importance in solving real world engineering problems. The topics covered include linear optimization, quadratic models, descent methods and stability, Newton's technique, conjugate direction methods, constrained optimization, Lagrange multipliers, convexity, and duality. Nonlinear programming and integer programming as well as principle of non-smooth optimization are included.(0301-703) Credit **4 (W)**

0301-794   **Information Theory**
This course introduces the student to the fundamental concepts and results of information theory. This is a very important course for students who want to specialize in signal processing, image processing, or digital communication. Topics include definition of information, mutual information, average information or entropy, entropy as a measure of average uncertainty, information sources and source coding, Huffman codes, run-length constraints, discrete memoryless channels, channel coding theorem, channel capacity and Shannon's theorem, noisy channels, continuous sources and channels, coding in the presence of noise, performance bounds for data transmission, rate distortion theory. (0301-756) Credit 4

0301-800   **Graduate Paper**
This course number is used to fulfill the graduate paper requirement under the non-thesis option for the MS degree in electrical engineering. The student must obtain the approval of an appropriate faculty member to supervise the paper before registering for this course. **Credit** 5

0301-890   **Thesis**
An independent engineering project or research problem to demonstrate professional maturity. A formal written thesis and an oral defense are required. The student must obtain the approval of an appropriate faculty member to guide the thesis before registering for the thesis. A thesis may be used to earn a minimum of 6 credits and a maximum of 12 credits. The usual is 9 credits. **Credit variable**

Industrial and Systems Engineering

0303-701   **Principles of Operations Research I**
Applied linear programming. Computational techniques for solving constrained optimization problems. Linear programming, the Simplex method and variations, duality and sensitivity testing. **Credit 4**

0303-702   **Mathematical Programming**
An introduction to the mathematical foundations of nonlinear optimization techniques. Development of programming algorithms and computer-aided solutions of nonlinear optimization problems. Credit 4

0303-710   **Systems Simulation**
Methods of modeling and computer simulation of stochastic and dynamic manufacturing systems are discussed. A high-level simulation language such as ProModel, SIMAN, etc., will be used to model the system and examine system performance. Model validation, design of simulation experiments, variance reduction techniques and random number generation will be discussed as time permits. (0303-715, 775 or equivalent) Credit 4

0303-711   **Advanced Simulation Techniques**
An advanced course in developing simulation models using good model building, verification and validation procedures. Emphasis will be on review and use of probability distributions, simulation output data analysis for making good decisions, comparison of alternative system configurations, use of designed experiments and the use of advanced simulation techniques. Real world case studies will be examined to convey understanding and teaching of the material. Students will be asked to build models, so simulation experience and working knowledge of a simulation language will be required. (0303-503) **Credit 4**

0303-716   **Statistical Analysis for Engineers II**
A first course in least squares linear regression. Topics covered include estimation of model parameters, significance testing of model parameters, detection and treatment of influential observations, model adequacy checking and variable selection techniques. May not be used as a professional elective. (1016-352 or equivalent) Credit **4**

0303-720   **Production Control**
A systems approach to the design of production control operations. Investigation of forecasting, operations planning, inventory control and scheduling. Case studies and the design of actual production systems are encouraged. (0303-701,1016-352 or equivalent) Credit **4**

0303-723   **Facilities Planning**
Principles of plant layout and material handling. Topics covered include criterion selection, cost elements, the layout design process, SLP, computerized plant layout and quantitative plant layout and material handling techniques relating to operations research. Includes site visits and a facility design project. **Credit 4**

0303-729   **Advanced Systems Integration**
This course introduces concepts and techniques needed to specify, design and implement computer-integrated manufacturing systems. Students will become familiar with real-world data acquisition problems and will work with interface electronics for process monitoring and control. (0303-775 or 0303-503 and 0303-302 or permission of instructor) **Credit 4**

0303-730   **Ergonomics & Human Factors**
A survey course of human factors and ergonomics emphasizing a systems approach in looking at human capacity for physical and mental work versus the demands placed upon the human by the task, machine and environment. Various models of human performance are covered. **Credit 4**

0303-731   **Advanced Topics: Ergonomics & Human Factors**
Advanced topics are selected based on current ergonomic and human factors issues and interests of students. Course is taught using a seminar format. (0303-730 or equivalent) Credit **4**

0303-732   **Work Physics & Biomechanics**
Theoretical fundamentals of human body physiology and mechanics applied to work. Development applications of biomechanics and biomechanical models. Kinematics of the link system of the body and extremity joints. (0303-730 or equivalent) **Credit 4**

0303-733   **Cognitive Engineering**
Measurements of human performance. Fundamentals of human information processing and how they relate to the design of human-machine systems. (0303-730 or equivalent) **Credit 4**

0303-734   **Systems Safety Engineering**
Acquaints students with practical aspects of safety engineering. Students acquire a working knowledge of legal and technical aspects of safety. Focuses on a systems approach to safety engineering. Topics include Workers Compensation, OSHA, Consumer Product Safety Commission and NIOSH Guidelines and various hazard analysis and utilization techniques. Students also are exposed to various theories of accident causation, research methodology and ways of evaluating safety programs and related research. Professional elective. **Class 4, Credit 4 (S)**

0303-740   **Numerical Control & Manufacturing**
Numerical control is the simple but powerful programming language used by machine tools (i.e., mill or lathe) to automatically machine complex workart geometry under real-time computer control. Three levels of NC programming will be studied: manual programming, conversational programming, and the use of off-line CAD/CAM tools based on interactive graphics and process simulation. Extensive laboratories will be run using state-of-the-art CNC machine tools. Students will gain hands-on experience with multi-axis milling, turning and electro-discharge machining (EDM). Advanced manufacturing topics such as computer-aided manufacturing (CAM) and computer-aided process planning (CAPP) will be addressed through lectures, discussion and a comprehensive CAD/CAM design project. Professional/Technical elective. Credit **4**

0303-741   **Applied Robotics in Manufacturing Systems**
This course introduces the fundamentals of robotics and robotics applications in manufacturing systems. The course deals with analysis of robotic systems, robotic selection and feasibilities, integration of robots in manufacturing systems, design of robot work stations, materials handling, programming, control and safety. (Permission of instructor) **Credit 4**

0303-742   **Artificial Intelligence Applications in Manufacturing**
An introductory course in the development and application of "intelligent" (knowledge-based) systems within the realm of manufacturing. Students will be exposed to various programming languages (e.g., LISP and/or ProLog) and expert system development shells. Topics to be explored include knowledge representation schemes, search strategies and their implementation, computer-aided process planning, robot/AGV path planning, automated scheduling, pattern recognition, knowledge-based systems and neural networks. **Credit 4**

0303-748   **Quality & Reliability**
A first course in applied statistical analysis for quality and reliability analysis. Topics include control charts, sampling plans, analysis of failure data and systems reliability models. For CIM majors only. (0303-715 or equivalent) Credit 4

0303-750   **Management Quality Control Systems**
This is a survey course designed to expose upper-level students to managerial aspects of quality control systems. Ideas from a number of quality consultants (Juran, Gryna, Crosby, Taguchi, etc.) will be covered to give students an overview of topics such as fitness for use, quality costs, quality planning, statistical quality control and experimental design for quality improvement. (Graduate standing or consent of the professor; 0303-715) Credit 4

0303-755   **Multicriteria Decision**
Decision making is the process of selecting a possible course of action from all available alternatives. In most real-world problems multiplicity of criteria for judging the alternates is unavoidable. This course explores some of the multiple objective and attribute methods to analyze conflicting and incommensurate criteria. (0303-701,702) **Credit 4**

0303-756   **Decision Analysis**
This course presents the primary concepts of decision analysis. Topics important to the practical assessment of probability and preference information needed to implement decision analysis are considered. Decision models represented by a sequence of interrelated decisions, stochastic processes and multiple criteria are also considered. (0303-715 or equivalent) **Credit 4**

0303-757   **Reliability**
This course deals with mathematical concepts and techniques for modeling and analyzing the reliability of systems. (0303-715 or equivalent) **Credit 4**

0303-758   **Design of Experiments**
This course presents the primary concepts of experimental design. Its applied approach uses theoretical tools acquired in other mathematics and statistics courses. Emphasis is placed on the role of replication and randomization in experimentation. Numerous designs and design strategies are reviewed and implications on data analysis are discussed. (0303-715 or equivalent) Credit 4

0303-760   **Product/Process Development & Design**
This course introduces the principles of developing manufacturable electromechanical products. Topics include product development models, systems and product architectures, requirements analysis, systems engineering tools and techniques, structured design methods, design for manufacturing, and life cycle analysis. (Requires acceptance into the MM&L program or permission of instructor). (0303-625) Credit 4

0303-762   **Manufacturing Systems Modeling & Performance**
Course studies two interrelated subjects: mathematical modeling, and manufacturing simulation modeling and analysis. A high-level manufacturing system modeling language is utilized. An introduction to the methods used to establish and analyze manufacturing performance measures is also covered. (Requires acceptance into the MM&L program or permission of instructor) Credit **4**

0303-764   **Operations & Manufacturing Systems**
This course introduces students to problems and analysis related to the design, planning, control, and improvement of manufacturing and service operations. It will extensively utilize case studies and analytical problem sets. Topics include operation strategy, process analysis, project analysis, materials management, production planning and scheduling, quality management, computer-aided manufacturing, capacity and facilities planning, and theory of constraints applied to product development. The course will equip students with eh basic tools and techniques used in analyzing operations, as well as the strategic context for making operation decisions. (Requires acceptance into the MPD program or permission of instructor) Credit **4**

0303-765   **Databases & Information Systems**
This course focuses on implementation of information systems applications using SQL and object oriented software for user interface design (Oracle and/or Visual FoxPro). Students will design, develop, and implement multiple database projects and also be expected to conduct literature searches on contemporary issues in information systems architectures. **Credit 4**

0303-766   **Manufacturing Systems**
The course introduces the principles of planning and designing modern manufacturing systems that are consistent with corporate objectives. Topics include enterprise and manufacturing strategies, architecting manufacturing systems, systems thinking and systems concepts, process and management choices, architecting focused manufacturing systems, architecting flexible manufacturing systems, architecting efficient manufacturing systems, manufacturing in the extended enterprise, manufacturing support systems, justification and planning and information systems for manufacturing. (Requires acceptance into the MM&L program or permission of instructor). **Credit 4**

0303-771   **Special Topics in Industrial Engineering**
This is a variable credit, variable topics course that can be in the form of a regular course or independent study under faculty supervision. **Credit variable (maximum 4 per course number)**

0303-775   **Data Structures Using C**
An introductory course in data structures and algorithms using the C programming language. Topics include sorting, searching and lists. This course can be used as a foundation for many computer-based courses in engineering. Credit **4**

0303-776   **Case Studies**
The analysis and solution of complex systems problems for students enrolled in the systems engineering option. Cannot be used as a professional elective at the undergraduate level. Course is capstone for systems engineering ME students. **Credit 4**

0303-777   **Engineering Internship**
This course number is used by students in the master of engineering degree program to register for an internship experience. The number of credits is to be determined by the student's faculty adviser and is subject to the approval of the Graduate Committee of the College of Engineering. **Credit variable**

0303-780   **Foundations in Product Development**
A modular course designed to lay the groundwork for the rest of the program and its overarching goal to prepare engineers and technical professionals for leadership roles in end-to-end product development. Students will gain a perspective and appreciation for the critical success factors and inhibitors to the commercialization of complex products and systems. Emphasis will be on the role of the product development manager in leading product strategy and development activities, and on the attributes and skills of managers who have successfully lead task-oriented cross-functional teams and organizations. Prerequisite topics, such as understanding financial statements or applied probability, will be included as appropriate to prepare students for subsequent coursework. Contemporary topics and leading-edge tools (e.g., design structure matrices) will be addressed as time permits. (Requires acceptance into the MPD program or permission of the instructor.) Credit **4 (W)**

0303-784   Systems & Project Management
Systems and Project Management ensures progress toward objectives, proper deployment and conservation of human and financial resources, and achievement of cost and schedule targets. The focus of this course is on the utilization of a diverse set of project management methods and tools. Topics include strategic project management, project and organizational learning, lean thinking, cost, schedule planning and control, structuring of performance measures and metrics, technical teams and project management, information technology support of teams, risk management, and process control. Course delivery consists of lectures, speakers, case studies, and experience sharing, and reinforces collaborative project-based learning and continuous improvement. (Requires acceptance into the MPD or MML program, or permission of instructor, and 0102-740). Credit 4 (S)

0303-785   Engineering Risk-Benefit Analysis
The ERBA course addresses decision making in the face of risk and uncertainty. Various methodologies will be introduced that are useful in describing and making decisions about risks, with particular emphasis on those associated with the design of products. Students will be exposed to issues related to balancing risks and benefits in situations involving human safety, product liability, environmental impact, and financial uncertainty. Presentations will be made of risk assessment studies, public decision processes, and methods for describing and making decisions about the societal risks associated with engineering projects. Topics include probabilistic risk assessment, cost-benefit analysis, reliability and hazard analysis, decision analysis, portfolio analysis, and project risk management. (Requires acceptance into the MPD program or permission of instructor). Credit 4

0303-786   Engineering of Systems I
The engineering of a system is an essential aspect of its development that focuses on the overall concept, performance requirements and behavioral aspects of the system. This course treats the creation of products, product platforms, and product families as systems that create value for both the customer and the enterprise. Topics include value creation and strategy, product development processes, translation market requirements to system requirements, functional analysis, development of the system's architecture, development of platforms and modules, and concept selection. Students will learn several systems analysis techniques and apply them in a team-based project. (Requires acceptance into the MPD program or permission of the instructor). Credit 4 (F)

0303-788   Engineering of Systems II
The engineering of a system is an essential aspect of its development that focuses on the overall concept, performance requirements and behavioral aspects of the system. This course builds on the concepts discussed in Engineering of Systems I. Topics include an introduction to computer and software architecture, defining the structure and work content of the product development organization, refinement and flowdown of requirements to the subsystems, performance and life cycle trade studies, interface management, robust design, and certification planning. Students will learn several systems analysis techniques and apply them in a team-based project. (Requires acceptance into the MPD program or permission of instructor, and 0303-786). Credit 4 (W)

0303-789   Systems Dynamics
Systems dynamics deals with the time-based behavior and control of nonlinear systems. This course will introduce the concepts of systemic thinking, nonlinear dynamics, and control principles as they apply to enterprise issues such as the product development process, innovation diffusion, product differentiation, supply chain dynamics, and organizational learning. Topics include causal models, system archetypes, feedback and feed forward loops, exponential growth, goal seeking behavior, instability and sensitivity analysis. A continuous time simulation toll, such as I Think, Stella, or Vensim, will be utilized to model and analyze the behavior of a variety of enterprise systems. (Requires acceptance into the MPD program or permission of instructor) Credit 4 (F)

0303-891   Capstone Integrative Project
For the MS program in manufacturing management and leadership (MML). The purpose of the capstone project is for students to demonstrate integrative application of knowledge and skills that they have acquired through the program. A capstone project will be oriented to the solution of manufacturing management problems or to technically related processes. Each project will define an actual problem and solve it, or select and develop a needed process in a manufacturing firm. Each project must be approved in advance by the capstone coordinator. A suitable project will be multi-disciplinary or multi-functional in nature and will have significant impact on one or more competitive capabilities of the organization, e.g., quality, lead time, cost, flexibility, or service. Normally, a suitable project will constitute the equivalent of one quarter course workload per student. A suitable project could be larger, however. In these team-based projects the contribution of each team member, as well as overall team performance, will be assessed. (Requires acceptance into the MML program). Credit 4 (W)

0303-892, 893   Capstone Research Project
For the MS program in product development (MPD). Students in the MPD program must demonstrate intellectual leadership in the field of new product development. The general intent of the capstone project is to demonstrate the students' knowledge of the integrative aspects of new product development in the context of a corporate-oriented problem solving research project. The project should address issues of significance to multiple functions or disciplines and should draw upon skills and knowledge acquired from various courses and experience in the program. Students are encouraged to start work on the project in advance of receiving formal credit during the final two quarters of the program. Team-based projects are strongly recommended. (Requires acceptance into the MPD program). Credit 4 (S)

Mechanical Engineering

0304-710   Fuel Cell Technology
Fuel cell technology is an emerging technology for electric power generation on demand, and can be used for stationary power generation or for driving vehicles. Fuel cell, the heart of this technology, is an electrochemical devise that produces electricity via cell reactions from useful chemical energy stored in fuel. Because of potentially higher thermal efficiencies and low emissions, fuel cells are considered for both stationary power plants and automobiles. In this course, after fuel cell technology basics and operating principles, fuel cell performance will be briefly described from energy and thermodynamic viewpoints. Subsequently, four major types of fuel cells will be discussed; polymer electrolyte membrane fuel cell (PEMFC), phosphoric acid fuel cell (PAFC), molten carbonate fuel cell (MCFC) and solid oxide fuel cell (SOFC). Modeling of one fuel cell type will be covered in detail to demonstrate what is involved in design and analysis of systems and what kind of information and components are needed to make the fuel cell system to be successful. Subsequently, thermal system design and analysis will be discussed for an efficient fuel cell system. Finally, most important issues, limitations and opportunities related to fuel cell systems will be covered for a cost effective and highly efficient fuel cell power plant. Credit 4

0304-730   Design Project Management
Training for multidisciplinary studies in project management for leadership of product development and design. Credit 4

0304-743   Control Systems
Introduces the student to the study of linear control systems, their behavior and their design and use in augmenting engineering system performance. Topics include control system behavior characterization in time and frequency domains, stability, error and design. This is accomplished through classical methods that employ the use of Laplace transforms, block diagrams, feedback control, root locus, Nyquist plots, and Bode diagrams. A companion laboratory will provide students with significant hands-on analysis and design experience. (0304-543) Class 3, Lab 2, Credit 4

0304-758   Engineering Vibrations
This is a course on the theory of mechanical vibrations with an emphasis on design applications and instrumentation. Fourier analysis techniques, numerical and experimental analysis and design methods are presented in addition to theoretical concepts. Vibrations of single-degree of freedom systems are covered including free damped and undamped motion; harmonic and transient forced motion including support motion, machinery unbalance, and isolation. Modal analysis of multi-degree of freedom systems is introduced. In addition to laboratory exercises on vibration instrumentation, an independent design project is assigned. (0304-543) Class 3, Lab 2, Credit 4

0304-801   Design for Manufacture
This is a required course in the manufacturing option of the master of engineering degree program. The course is offered jointly by the departments of industrial and manufacturing engineering and mechanical engineering and presents an overview of the factors influencing product design and the manufacturing cycle. Topics include component design and analysis, design for manufacturability as well as function and design for manual and automated assembly. Students will gain hands-on experience with the Boothroyd/Dewhurst system to quantify design efficiency through a term project. The various manufacturing processes as they relate to modern trends in DFM are covered in detail. (Graduate standing) Class 4, Credit 4

0304-810   Introduction to Continuum Mechanics
A rigorous basis for the study of advanced fluid mechanics and theory of elasticity is presented. Cartesian tensors. Analysis of stress and deformation. Motion of continuous medium. Applications to theory of elasticity, thermoelasticity, viscoelasticity and fluid mechanics. (0304-871) Class 4, Credit 4

0304-811   **Theory of Elasticity/Plasticity**
Stress-strain relations and formulation of boundary value problems. State of
plane strain, state of plane stress. Solutions by potentials, Airy stress function.
Torsion of bars with circular, elliptic, rectangular cross-sections. Stresses and
displacements in thick cylinders, disks and spheres. Contact stress problems.
Energy principles. **(0304-810) Class 4, Credit 4**

0304-816   **Finite Elements**
This is an introductory course on the modern theory of finite element analysis.
Although the necessary mathematics will be kept to a minimum, the course con-
tent has been designed to provide the skills necessary to write an F. E. program
and to understand the structure and capabilities of commercially available
codes. Applications to problems in structural mechanics, heat transfer and fluid
mechanics. **(0304-870, 885) Class 4, Credit 4**

0304-820   **Advanced Optimal Design**
Topics from nonlinear programming as applied to automated optimal design.
Use of penalty functions for the transformation of constrained nonlinear opti-
mization problems. Multivariate pattern and gradient based algorithms. Linear
programming, Quasi-Newton's method, Newton's method and direct methods
for constrained problems. Applications to the solution of practical nonlinear
optimization problems will be required through available software on the main-
frame computer. **(0304-871, 874) Class 4, Credit 4**

0304-821   **Advanced Vibrations**
Vibration of discrete multi-mass systems using matrix methods. Normal mode
theory and matrix eigenvalue extraction procedures. Matrix forced response.
Practical examples using two-and-three degrees of freedom. Vibration of con-
tinuous systems. Computer simulations. **(0304-758) Class 4, Credit 4**

0304-823   **Systems Modeling**
This course is designed to introduce the student to state-space modeling tech-
niques and response characterization. Both lumped and distributed parameter
systems will be considered. Bond-graph theory will be used extensively. System
performance will be assessed through numerical solution using MATLAB/
Simulink. Traditional closed-form solution methods utilizing Laplace and
Fourier traasforms and transfer functions are also discussed. **(0304-543** or equiv-
alent) **Class 4, Credit 4**

0304-828   **Special Topics**
In response to student and/or faculty interest, special courses which are of cur-
rent interest and/or logical continuations of regular courses will be presented.
These courses will be structured as ordinary courses with specified prerequi-
sites, contact hours and examination. (Graduate standing) **Class 4, Credit 4**

0304-830   **Introduction to CFD Analysis**
This graduate core course covers basic numerical techniques applicable to equa-
tions in fluid mechanics and heat transfer. Numerical methods required for pro-
gramming partial differential equations are introduced. Course work involves
analytical programming and design examples. Commercial software is also
explored. **(0304-838, 851) Class 4, Credit 4**

0304-831   **CFD Applications**
This course introduces the students to some of the commercial CFD codes being
used for solving thermal-fluid problems. After an introduction to in-house CFD
codes, students are expected to complete an individual CFD study project
including a written report and a presentation of the results as part of the course
requirements. **(0304-830,851) Class 4, Credit 4**

0304-833   **Heat Exchanger Design**
This course presents an overview of the different heat exchangers used in indus-
try including shell-and-tube, plate, tube-fin, and plate-fin heat exchangers.
Analytical modeling of recuperators, regenerators, and transient performance is
also covered. Thermal design methods for designing shell-and-tube and com-
pact heat exchangers are presented. Students are required to carry out a major
design project in the course. **(0304-514; 0304-550** or **851) Class 4, Credit 4**

0304-834   **Boiling & Condensation**
This course provides a basic understanding of the phase change phenomena
associated with boiling and condensation heat transfer. This knowledge is
applied in the design of industrial systems such as evaporators, condensers and
distillation columns. Students are required to undertake a major design project
in the course. **(0304-514, 550) Class 4, Credit 4**

0304-835   **Grid Generation**
This graduate elective course introduces modern topics in the theory of grid
generation techniques. Although the primary focus will be on the topics of ther-
mal/fluid sciences, the applicability of the theory holds in other fields of inter-
est as well. Topics include algebraic and elliptic grid generation, structured and
unstructured grids, and boundary element methods. Some commercially avail-
able software will be introduced. **(0304-830)** Class **4,** Credit **4**

0304-838   **Ideal Hows**
This graduate core course covers the fundamental topics in the theory of aero-
dynamics and high speed flows. The course discusses modern aerodynamic
applications in the areas of wing and airfoil design, wind tunnel testing and
compressible flows. **(0304-415) Class 4, Credit 4**

0304-840   **Signal Processing**
This course introduces the student to discrete-time signal processing funda-
mentals, analog-to-digital conversion, and computer-based data analysis.
Analytical mathematical developments are supplemented with hands-on com-
puter-based laboratory and homework assignments that promote practical
understanding. Topics covered include continuous-time and discrete time con-
volution, correlation, Fourier transformation, and power spectral estimation.
Coverage includes the DFT, FFT, z-transform, autocorrelation and cross correla-
tion functions, and an introduction to statistical data processing via ARMA
models for spectral estimation. **(0304-870) Class 4, Credit 4**

0304-842   **System Identification**
This course introduces the student to continuous-time and discrete-time identi-
fication from input-output data series. Practical aspects of the "synthesis" of
system character will involve data conditioning, analog-to-digital conversion,
and computer-based system analysis using MATLAB. Analytical mathematical
developments are supplemented with hands-on computer-based laboratory
and homework assignments that promote practical understanding. Topics cov-
ered include system response functions, non-parametric and parametric model
estimation, model definition and validation, and system response prediction;
builds on topics covered in **0304-840,** Signal Processing, and supplements this
material as appropriate. **(0304-823, 840) Class 4, Credit 4**

0304-844   **Nonlinear Dynamical Systems**
This course is an introduction to nonlinear systems theory and is intended for
students in engineering and the physical sciences. Non-linear systems are clas-
sified and analyzed using both analytical and computational methods. The
emphasis is on the stability and bifurcation theory of discrete and continuous
nonlinear systems. Specific examples from mechanics and other areas are dis-
cussed in detail. **(0304-870) Class 4, Credit 4**

0304-846   **Modal Testing & Signal Processing**
This course covers the important aspects of obtaining good modal data so that
the natural frequencies, damping ratios, and mode shapes of a structure can be
determined. Signal processing as applied to modal analysis will be covered
including the auto- and cross-correlation functions, Fourier series and trans-
forms, sampling and filtering and DFT/FFT theory. Transducers, excitation
methods and commonly used practices in setting up a modal test will be dis-
cussed. Curve fitting techniques to extract modal parameters such as SDOF,
MDOF, orthogonal polynomial and time domain will be covered. **(0304-758)
Class 4, Credit 4**

0304-848   **Special Topics: Thermo Fluid**
In response to student and /or faculty interest, special courses that are of current
interest and/or logical continuation of regular courses will be presented. These
courses will be structured as ordinary courses with specified prerequisites, con-
tact hours and examination. A listing of topics for special courses is found at the
end of this section. (Graduate standing) **Class 4, Credit 4**

0304-851   **Convective Phenomena**
This course introduces the student to the flow of real incompressible fluids. The
differential approach is used to develop and solve the equations governing the
phenomena of mass, momentum, and heat transfer. The material in the course
provides the necessary background for a study of computational fluid dynam-
ics. **(0304-415,514) Class 4, Credit 4**

0304-852   **Advanced Turbomachinery**
This course introduces the student to some of the advanced topics in turboma-
chinery. Topics include airfoil theory, two-and three-dimensional flow analysis
in radial and axial turbomachines, and turbomachinery flow stability character-
istics. Students are expected to do a design project using FLUENT computa-
tional fluid dynamics code. **(0304-550,652) Class 4, Credit 4**

0304-864   **Production Tool Design**
This is a course in the core group, CAD, of the manufacturing engineering
option in the master of engineering degree program. Design of production tool-
ing, jigs and fixtures for the economical manufacture of modern parts is covered
in detail. The student must do research in current publications, and complete
and present **a** project. Project selection can usually be arranged to incorporate
an assembly of parts from the student's normal work. There will be field trips
to local specialty firms. (Graduate standing) **Class 4, Credit 4**

0304-865   Computer Implementation
This is a course in the core group, CAD, of the manufacturing engineering
option in the master of engineering degree program. It emphasizes the applica-
tion of the finite element method to problems in the area of static and dynamic
structural analysis, heat transfer, and analogous solution. A standard commer-
cial software package is used for these applications where the general structure,
operating characteristics and use of a complex program are presented. Topics
include the finite element method; shape factors, element formulation, and the
element library; program sequencing; general modeling methods (loads, con-
straints, material factors, mesh generation, interactive graphics, model condi-
tioning); convergence, error analysis and the "patch" test, vibration and heat
transfer analysis, and analogous analysis such as acoustics, illumination, etc..
(0304-816) Class **4,** Credit **4**

0304-870   **Mathematics for Engineers I**
A concise introduction to the concepts of matrix and linear algebra, including
determinants, eigenvalues, systems of linear equations, vector spaces, linear
transformations, diagonalization, orthogonal subspaces and the Gram-Schmidt
orthonormalizing procedures. The use of complex exponentials in differential
equations is introduced. Fourier series, Laplace and Fourier Transforms are also
presented. (Graduate standing) **Class 4,** Credit **4**

0304-871   **Mathematics for Engineers II**
Topics covered are orthogonal functions including Fourier Series, Fourier
Integrals, Bessel functions, Legendre Polynomials, Sturm-Liouville problems
and eigenfunction expansions; an introduction to calculus of variation includ-
ing problems with constraints; vector analysis including the directional deriva-
tive, the gradient, Green's Theorem, the Divergence Theorem and Stokes'
Theorem; Laplace transform methods. (Graduate standing) Class **4,** Credit **4**

0304-872   Analytical Mechanics
This is a course on advanced dynamics and variational methods. Newtonian
vector mechanics and energy formulations are applied to two- and three-dimen-
sional problems involving discrete and continuous dynamical systems. The con-
cepts of virtual work, Hamilton's principle, and Lagrange's equations are thor-
oughly covered. Vibrations and multi-body systems are emphasized. The
course also includes an introduction to the calculus of variations. (0304-543,871)
Class 4, Credit 4

0304-874   Numerical Analysis
This course emphasizes the development and implementation of methods avail-
able to solve engineering problems numerically. Specific topics include root
finding for algebraic and transcendental equations, systems of linear and non-
linear equations, interpolation of numerical data and curve fitting, numerical
differentiation and integration, ordinary and partial differential equations,
including initial and boundary value problems. (0304-870) Class **4,** Credit **4**

0304-875   Advanced Aerodynamics
This course covers the fundamental topics of aerodynamics and high speed
flows. It discusses modern aerodynamic applications in the areas of wing and
airfoil design, wind tunnel testing, and compressible flows. (0304-550, 675)
Class 4, Credit 4

0304-877   **Internship**
This course number is used by students in the master of engineering degree pro-
gram for earning internship credits. The actual number of credits is to be deter-
mined by the student's faculty adviser and is subject to the Graduate Committee
of **the** College of Engineering. **Credit variable**

0304-880   **Independent Study**
An opportunity for the advanced student to undertake an independent investi-
gation in a special area under the guidance of a faculty member. A written pro-
posal is to be forwarded to the sponsoring faculty member and approved by the
department head prior to the commencement of work. (Graduate standing)
Credit variable (maximum of 4 credits per quarter) (every year, **F, W, S, SU)**

0304-885   **Advanced Mechanics of Solids**
This course extends the student's knowledge of stressed mechanical compo-
nents covered in Mechanics of Materials and lays the foundation for a follow-on
course in finite elements. The basic relationships between stress, strain, and dis-
placements are covered in more depth. Stress and strain transformations, plane
elastic problems, and energy techniques are covered. Topics from Advanced
Strength of Materials include beam bending and torsion problems not covered
in Mechanics of Materials. **(0304-347) Class 4, Credit 4**

0304-888   **Project with Paper**
The student must demonstrate an acquired competence in an appropriate topic
within mechanical engineering. The topic is chosen in conference with a faculty
adviser. The work may involve an independent research and/or a design pro-
ject and/or a literature search with a demonstration of acquired skill. A written
paper, approved by the adviser and the department, and an oral presentation of
the work are required. **Credit 3 (F, W, S, SU)**

0304-890   **Research & Thesis**
In conference with an advisor, a topic is chosen. Periodic progress reports and a
final written document with an oral examination are required, (four of the five
graduate core courses) **Credit variable (5 to 9 credits total) (F, W, S, SU)**

Microelectronic Engineering

0305-701   **Microelectronics I**
The rapid growth of the integrated circuit (IC) industry has led to the emergence
of microelectronic process engineering as a new discipline. This course intro-
duces the beginning graduate students to the fabrication of solid-state devices
and integrated circuits. The course presents an introduction to base electronic
components and devices, layouts, unit processes common to all IC technologies
such as substrate preparation, oxidation, diffusion and ion implantation. The
course will focus on basic silicon processing. The students will be introduced to
process modeling using a simulation toll such as SUPREM. Associated is a lab,
0305-741, for on-campus section **(01)** and a graduate paper for distance learning
section **(90).** Class **4,** Credit **4 (F)**

0305-702   **Microelectronics II**
The fundamental silicon-based processing that includes state-of-the-art issues
such as thin oxide growth, atomistic diffusion mechanisms, advanced ion implan-
tation and rapid thermal processing (RTP). Physical vapor deposition (PVD) to
form conductive and insulating films is introduced. These topics are essential for
understanding the fabrication of modern ICs. Computer simulation tolls (i.e.,
SUPREM) are used to model processes, build device structures, and predict elec-
trical characteristics, which are compared to actual devices that are fabricated in
the associated laboratory, **0305-742,** for on-campus section **(01)** and a graduate
paper for distance learning section **(90). (0305-701) Class 4, Credit 4 (W)**

0305-703   **Microelectronics III**
This course focuses on the deposition and etching of thin films of conductive
and insulating materials for IC fabrication. A thorough overview of vacuum
technology is presented to familiarize the student with the challenges of creat-
ing and operating in a controlled environment. Chemical vapor deposition
(CVD) and electroplating technologies are discussed as methods of film deposi-
tion. Plasma etching and chemical mechanical planarization (CMP) are studied
as methods for selective removal of materials. Applications of these fundamen-
tal thin films processed to IC manufacturing are presented. Associated is a lab,
0305-743, for on-campus section **(01)** and a graduate paper for distance learning
section **(90). Class 4, Credit 4 (S)**

0305-721   **Microlithography Materials & Processes**
Covers the chemical aspects of microlithography and resist processes. The chem-
istry of positive (novolac-based) and chemically amplified resist systems will be
studied. Topics include the principles of photo polymerization, including syn-
thesis, photo absorption and emission, processing technologies and methods of
process optimization. Also advanced lithographic techniques and materials,
including multi-layer techniques for BARC, TARC, and silylation are applied to
optical lithography. Associated is a lab, **0305-751,** for on-campus section **(01)** and
a graduate paper for distance learning section **(90). Class 4,** Credit **4 (F)**

0305-722   **Microlithography Systems**

A course covering the physical aspects of lithography. Image formation in optical projection, optical proximity, and high-energy systems (DUV/VUV, e-beam/SCAPEL, X-ray, and EUV) are studied. Fresnel diffraction, Fraunhofer diffraction, and Fourier optics are utilized to understand diffraction-limited imaging processes. Topics include illumination, lens parameters, image assessment (resolution, alignment and overlay), phase-shift masking, and resist interactions. Lithographic systems are designed and optimized through use of modeling and simulation packages. Current status of the practical implementation of advanced technologies in industry as well as future requirements will be presented. Associated is a lab 0305-752 for on campus section (01) and a graduate paper for distance learning section (90). **Class** 4, **Credit** 4 (S)

0305-731   **Microelectronics Manufacturing I**

A course in CMOS manufacturing. Topics include CMOS process technology, work in progress tracking, CMOS calculations, process technology, long channel and short channel MOSFET, isolation technologies, back-end processing and packaging. Associated is a lab 0305-761 for on campus section (01) and a graduate paper for distance learning section (90). **Class** 4, **Credit** 4 (W)

0305-732   **Microelectronics Manufacturing II**

A course in CMOS manufacturing. Topics include query processing, measuring factory performance, factory modeling and scheduling, cycle time management, cost of ownership, defect reduction and yield enhancement, reliability, 6 sigma manufacturing, process modeling and RIT's advanced CMOS process. Associated is a lab 0305-762 for on campus section (01) and a graduate paper for distance learning section (90). **Class 4, Credit 4 (S)**

0305-741   **Microelectronics I Lab**

The course consists of conducting a basic metal gate PMOS process in the RIT clean room facility to fabricate and test a PMOS integrated circuit test chip. Laboratory work provides an introduction to basic IC fabrication processes and safety. To be taken concurrently with 0305-701-01. **Lab 3, Credit 0 (F)**

0305-742   **Microelectronics II Lab**

A bipolar IC process is conducted to build and test a variety of bipolar devices. The process employs ion implantation. Extensive use of CAE tools such as SUPREM is involved. To be taken concurrently with 0305-702-01. **Lab 3, Credit 0 (W)**

0305-743   **Microelectronics III Lab**

This laboratory course complements the lecture material presented in 0301-703. Each of the topics covered in 0301-703 has a designed laboratory to give students practical, hands-on experience with thin film processing equipment. The specific laboratories include 1) vacuum pump-down and evaporation, 2) dc sputtering, 3) reactive magnetron sputtering, 4) chemical mechanical planarization, 5) atmospheric pressure chemical vapor deposition, 6) low pressure chemical vapor deposition, and 7) plasma and reactive ion etching. (0305-703) **Lab 3,** Credit 0 **(S)**

0305-751   **Microlithography Materials & Processes Lab**

Laboratory to be taken concurrently with 0305-721-01. Materials characterizations and process optimizations will utilize experimental design techniques. Processes to be studied include development rate monitoring, DUV resists, BARC, resist silylation and SEM evaluation of imaged resists and etched structures. **Lab 3, Credit 0 (F)**

0305-752   **Microlithography Systems Lab**

Laboratory to be taken concurrently with 0305-722-01. Topics emphasize optical microlithography modeling, illumination systems, reticle enhancement techniques, alignment, and optimization of image capture related to focus, exposure and substrate reflectivity. **Lab 3, Credit 0 (S)**

0305-761   **Microelectronic Manufacturing I Lab**

The laboratory for this course is the student-run factory. Lot tracking, data collection, lot history, cycle time, turns, CPK and statistical process control are introduced to the students. Silicon wafers are processed through an entire CMOS process and tested. Students design unit processes and integrate them into a complete process. Students evaluate the process steps with calculations, simulations and lot history, and test completed devices. To be taken concurrently with 0305-731-01. **Lab 3, Credit 0 (W)**

0305-762   **Microelectronic Manufacturing II Lab**

Laboratory experiences are related to the operation of the student-run integrated circuit factory. Silicon wafers are processed through a complete CMOS process. To be taken concurrently with 0305-732-01. **Lab 3, Credit 0 (S)**

0305-770   **Independent Study**

This course number should be used by students who plan to study a topic on an independent basis under the guidance of a faculty member. A written proposal is to be submitted to the sponsoring faculty member and approved by the department head prior to the commencement of work. **Credit variable (maximum of 4 credits per quarter)**

0305-777   **Internship**

This course number is used to fulfill the internship requirement. The student must obtain the approval of the department head before registering for this course. **Credit variable**

0305-801   **Seminar/Research**

Weekly seminar series intended to present the state of the art in microelectronics research. Other research-related topics will be presented such as library search techniques, patent considerations, ethics, small business opportunities, automated data collection, thesis writing, effective presentations, etc. Required of all MS microelectronic engineering students for one credit each up to four credits. After four credits, graduate students are required to register each quarter for no credits. (Graduate standing in MS in microelectronics manufacturing engineering) Credit 0 to 1 **(F,** W, **S)**

0305-830   **Defect Reduction, Yield Enhancement,**
& Reliability of Integrated Circuits

Successful IC manufacturing must detect defects (the non-idealities that occur in a process), eliminate those defects that preclude functional devices (yield enhancement), and ensure functionality for up to ten years of use in the field (reliability). This course surveys current CMOS manufacturing to compile a list of critical parameters and steps to monitor during manufacturing. This survey is followed with an in-depth look at the theory and instrumentation of the tools utilized to monitor these parameters. This tool set includes optical instrumentation, electron microscopy, surface analysis techniques, and electrical measurements. Case studies from industry and prior students are reviewed. Students are required to perform a project either exploring a technique not covered in class, or applying their course knowledge to a practical problem. (0305-560, 0305-701). **Class 4, Lab** 0, **Credit 4 (F)**

0305-840   **Advanced Process & Device Simulation**

A senior graduate level course in the application of simulation tools for design and verification of microelectronic processes and operation of semiconductor devices. Technology CAD tools include MicroTec and Silvaco (Athena/Atlas) process / device simulators, as well as other simulation tools for specific processes, and math programs that can be used for custom simulation. Various models that describe front-end silicon processes are explored emphasizing the importance of complex interactions and 2D effects, as devices are scaled deep submicron. Includes laboratory exercises on simulation and modeling (0305-560,0305-701,702) Class 3, Lab 3, Credit 4

0305-850   **Advanced CMOS Front-End Processing**

This course consists of an in-depth study of principles and practice of scaling-driven CMOS front end processing. Front-end processing involves steps up to the fabrication of active devices that include wells, isolation, gate insulator, gate electrode, source/drain formation and channel engineering. Many device effects observed in sub micron MOSFETs are impacted by the process technology used to fabricate them. Some of such effects include small dimension effects, punchthrough, threshold adjustment, latch up, gate leakage, gate depletion effects, and transient enhanced diffusion. MOSFET structures, materials, and process technology developed to combat these effects are studied. Emphasis is given to the underlying principles involved in the device design and fabrication methods for the state-of-art and futuristic devices. It is also aimed to introduce and explain to students the Semiconductor Industry Association (SIA) International Technology Roadmap for Semiconductors (ITRS) for front-end processes. (0305-560, 0305-701, 702, 703) **Class 4, Lab 0, Credit 4** (S)

0305-860   **Advanced CMOS Back-End Processing**

This course consists of an in-depth study of principles of scaling-driven CMOS back-end processing. Discussion on back-end processing includes issues such as interconnect delay, electromigration, stress migration, and interconnect reliability. The technology of multilevel interconnect is discussed that includes AI-W metallization, copper damascene processes, diffusion barriers, and interlevel dielectrics. It is also aimed to introduce and explain to students the Semiconductor Industry Association (SIA) International Technology Roadmap for Semiconductors (ITRS) for back-end processes. (0305-560, 0305-701, 702, 703) Class 4, Lab 0, Credit 4 (S)

0305-870   **Introduction to Microsystems**
This course will provide an introduction to the world of Microsystems. Topics include an overview of the field; fundamental physical issues such as scaling, actuation mechanisms, and sensing mechanisms; basic principles of mechanical engineering; microsystem-specific fabrication processes and process strategies; canonical microsystem device types; lumped parameter modeling and simulation; and packaging. The accompanying laboratory will explore a variety of unit operations and the construction of canonical devices. A key goal of the course is to provide the student with enough background to independently read, learn from, and analyze the microsystems literature. **Class 3, Lab3,** Credit **4 (W,** S)

0305-890   **Special Topics**
This is a variable-credit, variable special-topics course that can be in the form of a regular course. Some of the topics are electronic properties of materials, compound semiconductors and devices, and quantum devices. **Class 4, Lab 0, Credit 4**

0305-899   **Thesis**
The master's thesis in microelectronic engineering requires the student to prepare a written thesis proposal for approval by the faculty; select a thesis topic, adviser and committee; present and defend thesis before a thesis committee; submit a bound copy of the thesis to the library and to the department; prepare a written paper in a short format suitable for submission for publication in a journal; complete course work and thesis within a seven-year period; register for one credit of Continuation of Thesis each school term (except summer quarter) after the 45 credits required for the master's degree until the thesis is completed. (Graduate standing in MS in microelectronic engineering) **Class 0, Lab 0, Credit variable 6 to 12 (typically 9) (F, W, S, SU)**

Quality and Applied Statistics

0307-701   **Statistical Concepts**
A service course designed for those not majoring in statistics that emphasizes statistical thinking instead of mathematical manipulations. This is a concept-based introduction to the subject. Topics include sampling and experimentation, methods of displaying and summarizing data, probability, correlation, and formal statistical reasoning. This course is given as a distance learning course only. It does not count as credit for, and is not a prerequisite for, either the advanced certificate or the MS degree. **Credit** 4

0307-711   **Fundamentals of Statistics I**
For those taking statistics for the first time. Topics: organizing observed data for analysis, insight, and understanding of variability; learning to understand probability as the science of uncertain events; concepts of random variables and their associated probability models; meaning and practical use of the central limit theorem. This course does not count as credit for either the advanced certificate or the **MS** degree. (Consent of department) Credit **3 or 4**

0307-712   **Fundamentals of Statistics II**
Continuation of 0307-711. Topics: concepts and strategies of statistical inference for making decisions about populations on the basis of sample evidence; tests for independence and for adequacy of a proposed probability model; separation of total variability of a system into indentifiable components through analysis of variance; regression and correlation models for studying the relationship of a response variable to one or more predictor variables. This course does not count as credit for either the advanced certificate or the MS degree. (0307-711 or consent of department) **Credit** 3 **or 4**

0307-721   **Statistical Process Control**
A practical course designed to provide in-depth understanding of the principles and practices of statistical process control. Topics include statistical concepts relating to processes, Shewhart charts for measurement and attribute data, CUSUM charts, EWMA charts, measures of chart performance, tolerances, specifications, process capability studies, short-run control charts. (0307-712 or consent of department) Credit 3 **or 4**

0307-731   **Statistical Acceptance Control**
How to apply modern process-oriented sampling plans to assess performance of product and processes. Topics include single, double, multiple and sequential sampling plans, variables sampling, techniques for sampling continuous production, skip-lot plans, chain plans, AOQL schemes, AQL sampling systems and recent contributions to literature. (0307-712 or consent of department) **Credit** 3 **or 4**

0307-742   **Statistical Computing**
A course in statistical computing using MINITAB (one credit) and SAS (two credits) statistical software. The course will cover basic procedures; the creation, manipulation and analysis of data; graphics; and macros. (0307-712 or consent of department) **Credits** 1,2 **or** 3

0307-751   **Math for Statistics**
This is a survey of mathematical tools of some of the more mathematically rigorous statistics courses of the MS program. The topics include partial and higher-order differentiation, various methods of integration, the gamma and beta functions, and a brief overview of linear algebra, all in the context of application to statistics. (The course assumes calculus prerequisites for the program have been met; it is not a substitute for the program's calculus requirements.) (0307-712) Credit 3

0307-762   **Reliability Management**
This course reveals many of the management tools used in the aerospace industry, introducing reliability as a scientific discipline to be implemented in an industrial setting. Topics include introduction to reliability, maintainability and testability; reliability requirements, definitions, program planning; methods used for vendor selection and surveillance; reliability testing, screening and burn in; failure definitions, reporting, analysis, classification; reliability acceptance testing, qualification testing; software reliability / software quality; reliability growth models. (0307-712) **Credit** 3

0307-770   **Design of Experiments for Engineering & Science**
This course covers the fundamentals of the logical and economical approach to the design and analysis of engineering, scientific and industrial experiments. It integrates the essential organizational aspects of experimentation with proven statistical approaches. Designs covered include the two-level factorial and fractional factorial, response surface designs (CCD), blocking designs when randomization is restricted, nested designs to uncover sources of variation. The appropriate analysis methods complement the designs. Simulation modeling and robust design show the power and applicability of the information derived from the designed experiments. This course is intended for non-EQAS students. It does not count as credit for either the advanced certificate or the MS degree. (1016-314,1016-351,1016-391, or 0307-712 or equivalent) Credit 4

0307-781   **Quality Management**
This course focuses on ASQ's certified quality manager body of knowledge and introduces process improvement methodologies, including the Six-Sigma framework. Topics include quality standards and awards, organization for quality, customer satisfaction, continuous improvement, team management, quality costs, project management, process improvement methodologies. (Consent of department) **Credit 3 or 4**

0307-782   **Quality Engineering**
This course, in conjunction with 0307-781, covers the non-statistical elements in ASQs certified quality engineer body of knowledge. Topics include quality philosophies, elements of a quality system, quality planning, supplier management, quality auditing, quality and management tools, process and material control, measurement systems, and safety and reliability. (Consent of department) **Credit 3 or 4**

0307-784   **Statistical Consulting**
This course prepares students for real-world use of the analytical and planning tools learned in other courses, with the assumption that the consultant will generally be a company employee. Students role-play clients and consultants utilizing videotaped simulated interviews to encourage class discussion. Topics include the psychology of statistical consulting, report writing, lecture note preparation, database search, the business aspects of consulting, and proposal writing. A major team project integrates the learning. (0307-802) **Credit** 3

0307-801   **Design of Experiments I**
How to design and analyze experiments with an emphasis on industrial applications. Topics include the role of statistics in scientific experimentation, completely randomized designs, randomized complete block designs, nested designs, Latin square designs, incomplete block designs, general factorial designs, split-plot designs. (0307-712) **Credit 3 or 4**

0307-802   **Design of Experiments II**
Continuation of 0307-801. Topics include two-level factorial and fractional-factorial designs, three-level designs, response surface designs, evolutionary operation (EVOP). (0307-801) **Credit** 3 **or** 4

0307-803   **Design of Experiments III**
A continuation of the DOE sequence covering more advanced but applied topics and providing a strong foundation for handling complex and non-standard situations. Topics include design and analysis of general, complete balanced designs, including continued study of variance components, mixed models, split-plot, and arbitrarily complex "no-name" designs; restricted and unrestricted forms of the model; design and analysis of general unreplicated designs; optimal designs for nonstandard situations, using D-optimality and related criteria; generalized linear models. (0307-802,0307-841) Credit 3

0307-821   Theory **of** Statistics **I**
A core offering, this course introduces the student to the fundamental principles of statistical theory while laying the groundwork for study in the course sequel and future reading. Topics include classical probability, probability mass/density functions, mathematical expectation (including moment-generating functions), special discrete and continuous distributions, and distributions of functions of random variables. (1016-253,0307-712 or equivalent) Credit **3**

0307-822   **Theory of Statistics II**
Building on foundations laid in the first course, this second course in statistical theory answers some of the "How?" and "Why?" questions of statistics. Topics include the sampling distributions and the theory and application of point and interval estimation and hypothesis testing. (0307-821) **Credit** 3

0307-824   **Probability Models**
An introduction to stochastic processes, this course is intended to encourage a greater appreciation of statistical theory, while at the same time more fully enabling students to read, understand and even contribute to statistical journals. Topics include Poisson processes and their relationship to uniform, exponential, gamma and beta distributions; the basics of queuing theory; and discrete-time Markov chains. Characteristic functions using Taylor series to approximate the mean and variance of functions of one or more random variables are among miscellaneous topics. (0307-821) Credit 3

0307-830   **Multivariate-**Analysis **Theory**
Multivariate data are characterized by multiple responses. This course concentrates on the mathematical and statistical theory that underlies the analysis of multivariate data. Some important applied methods are covered. Topics include matrix algebra, the multivariate normal model, multivariate t-tests, repeated measures, MANOVA and principal components. (Basic matrix algebra, 0307-712,0307-801 is useful; 0307-822 is recommended.) **Credit** 3

0307-831   **Multivariate-Analysis Application**
This course includes some theory, but concentrates on the applications of multivariate analysis methods. The course relies heavily on the use of computer software. Topics include principal components, factor analysis, canonical correlation, discriminant analysis, cluster analysis and scaling. (0307-712,0307-830 is useful.) **Credit** 3

0307-834   **Multivariate Statistics for Imaging Science**
This course introduced multivariate statistical techniques and shows how they are applied in the field of Imaging Science. The emphasis is on practical applications, and all topics will include case studies from imaging science. Topics include the multivariate Gaussian distribution, principal components analysis, singular value decomposition, orthogonal subspace projection, cluster analysis, canonical correlation and canonical correlation regression, regression, multivariate noise whitening, least squares energy minimization, and signal-to-noise optimization with generalized eigenvector (matched filter). This course is intended for students from the Imaging Science department. It does not count as credit for either CQAS advanced certificates or the CQAS MS degree. (Basic matrix algebra; 0307-712 or equivalent; 0307-841 or equivalent) **Credit** 4

0307-841   **Regression Analysis I**
A course that studies how a response variable is related to a set of predictor variables. Regression techniques provide a foundation for the analysis of data from designed experiments. Topics include happenstance versus designed experiments, simple linear regression, the matrix approach to simple and multiple linear regression, analysis of residuals, transformations, weighted least squares. (0307- 712; 0307-801 is useful.) Credit **3 or 4**

0307-842   **Regression Analysis II**
A continuation of 0307-841. Topics include dummy variables, orthogonal polynomials, selection of best linear models, regression applied to analysis of variance problems, nonlinear estimation, and model building. (0307-841) Credit **3 or 4**

0307-851   **Nonparametric Statistics**
The emphasis of this course is on how to analyze certain designs when the normality assumption cannot be made, with an emphasis on applications. This includes certain analyses of ranked data and ordinal data. The course provides a review of hypothesis testing and confidence-interval construction. Topics include sign and Wilcoxon signed-rank tests, Mann-Whitney and Friedman tests, run tests, chi-squares tests, rank correlation, rank order tests and Kolmogorov-Smimov statistics. (0307-801) **Credit 3**

0307-856   **Interpretation of Data**
How to use statistics in troubleshooting processes and interpreting data. Topics include coordination of use of statistical measures, employing control charts in data analysis, outlier tests, analysis of small-sample data, narrow-limit gauging, analysis of means for variables and attributes data, identification of assignable causes. (0307-801) **Credit 3**

0307-862   **Reliability Statistics I**
A methods course in statistical aspects of reliability. Topics include applications of normal, log-normal, exponential and Weibull models to reliability problems; censored data; probability and hazard plotting; series systems and multiple-failure modes; strength and stress models; maximum likelihood estimation; introduction to accelerated-life models and analysis. (1016-252 or equivalent, 0307-801, 0307-822 and 0307-841) Credit **3**

0307-863   **Reliability Statistics II**
A continuation of Reliability Statistics I. Topics include demonstration testing, accelerated life tests, systems reliability, competing risks, bum-in, reliability growth, and introduction to repairable systems. Some topics introduced in Reliability Statistics I are covered in more depth. (0307-862) **Credit 3**

0307-864   **Advanced Acceptance Sampling**
An advanced course in the utilization of process oriented sampling plans in modem quality control. Topics include basis of acceptance sampling, Mood's theorem, attributes plans, variables plans for process parameters and proportion nonconforming, sampling schemes including Dodge-Romig and ANSI/ASQC Z1.4, plans for special applications, rectification and continuous procedures, cumulative results plans, compliance sampling, reliability sampling, administration of acceptance control. (0307-731) **Credit 3**

0307-865   **Repairable Systems**
Most reliability courses and texts cover techniques that are only applicable to items that are non-repairable. This course is intended to clarify some common misconceptions about repairable systems and provide techniques that are appropriate for use in systems that are improving or degrading with age. Topics include review of probability concepts, stochastic processes applied to repairable systems, misconceptions about repairable systems, statistical analysis of repairable systems failure data, reliability growth models, tests for reliability growth or deterioration, examples and case studies, Cox's proportional hazard model. (0307-862 and 0307-824) Credit **3**

0307-867   Decision Making with Bayesian Methods
This course covers essential ideas in statistical decision analysis. Topics include
how to make the best decision under conditions of uncertainty; utilities, risk,
and decision diagrams; Bayesian philosophy and methods; assessment of prob-
abilities. (0307-712) Credit 3

0307-871   Application Survey Design/Analysis
This course is an introduction to sample survey design and analysis in many
fields of applications, with emphasis on practical aspects of survey methodol-
ogy. Topics include sampling population elements; random, stratified, ratio,
cluster, systematic and two-stage cluster sampling; wildlife populations; ques-
tionnaires; sample sizes. (0307-712) Credit 3

0307-873   Time Series Analysis/Forecast
The course develops statistical methods in modeling and forecasting of time
series data with emphasis on model identification, model fitting and diagnostic
checking. Topics include survey of forecasting methods, regression methods,
moving averages, exponential smoothing, seasonality, analysis of forecast errors,
Box-Jenkins models, transfer function models. (0307-841) Credit 3 or 4

0307-874   Stochastic Process Control
The aim of statistical process control is to detect process instability, find its cause,
and eliminate it. In contrast, stochastic (or engineering, or automatic) process
control (APC) is designed to automatically react to process instability by adjust-
ing the process back to target. This course shows how to build empirical models
to develop control algorithms to design robust process-adjustment schemes.
Topics include interface between SPC and APC; transfer functions; fundamentals
of APC, such as feedback control, feedforward control, comparison to classical
feedback control approaches (including PID controllers), advanced APC topics.
(0307-873) Credit 3 or 4

0307-875   Empirical Modeling
A course in model building based on the application of empirical data gathered
through appropriate experimental design and analyzed through regression tech-
niques. Topics: choosing the appropriate response variable; psychometric scaling;
experimental design methods, including response surface and methods of steep-
est ascent/descent, deconfounding methods in fractional-factorial designs. A
major project involves the development of a product from initial market research
through specification setting via experimental design, and manufacturing quality
assurance through process simulation. (0307-802 and 0307-841) Credit 3

0307-880   Design/Analysis of Mixture Experiments
Mixture experiments, those in which the response depends only on the propor-
tion of the components added and not their actual amount, are used widely in
the chemical, material-science, food-science and related fields. Topics include
unconstrained designs; models, canonical polynomials; constrained regions,
pseudocomponents, multiple constraints, algorithms for constrained regions;
major/minor components; analysis of mixture experiments, including effects
and response traces; mixture-amount designs; mixture-process-variables
designs; design optimality. (0307-802, 841) Credit 3

0307-883   Quality Engineering by Design
This course introduces the Taguchi approach to off-line quality control including
loss function, signal-to-noise utility function, parameter design and tolerance
design leading to improved products and processes at lower costs. During the
presentations of the Taguchi concepts, full attention is given to the controversial
aspects of these methods, the basis for the controversies, and alternatives to the
methods that follow better statistical protocol. Students get to see the power of
robust design in a set of carefully constructed exercises that illustrate the major
components of parameter design and tolerance design. (0307-802) Credit 3

0307-886   Sample Size Determination
This course presents procedures to determine the proper sample size needed for
the most commonly applied statistical methods. Topics include confidence
intervals and hypothesis tests for the parameters of applied distributions and
approximations to distributions. Sample size determination for designed exper-
iments is covered extensively. (0307-802) Credit 3

0307-889   Independent Study Project
Credit will be assigned at the discretion of the candidate's adviser and will
depend on the character and involvement of the project. A written proposal set-
ting forth the character and procedures involved will be required of the candi-
date and may be modified at the discretion of the candidate's adviser before
approval is given to proceed. Credit 1,2,3,6 or 9

College of Imaging Arts and Sciences
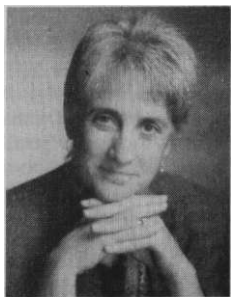
Joan Stone, Dean

The College of Imaging Arts and Sciences offers the most comprehensive graduate imaging programs in the world, encompassing design, science, technology, engineering, management, crafts and fine arts. The college is a diverse, world-class collaboration of six schools: the School of Art, School of

PROGRAMS

MASTER OF FINE ARTS IN IMAGING ARTS:

Photography
Computer Animation
Film/Video Production

MASTER OF FINE ARTS:

Ceramics and
Ceramic Sculpture
Cortiputer Graphics Design
Fine Arts Studio (Painting,
Printmaking, Sculpture)
Glass and Glass Sculpture
Graphic Design
Industrial Design
Medical Illustration
Metals/Jewelry Design
Woodworking and
Furniture Design

MASTER OF SCIENCE FOR TEACHERS

Art Education

MASTER OF SCIENCE:

Graphic Arts Systems
Graphic Arts Publishing
Printing Technology

Online learning option available

Design, School for American Crafts, School of Photographic Arts and Sciences, School of Film and Animation, and School of Print Media. Its scope gives students a perspective that can be found nowhere else—a place where students create fine art using centuries-old methods and push the edges of digital creativity. At no other university can you explore so many different aspects of the imaging fields to such a level of professional excellence. In addition, RIT, as a career-oriented university, offers expertise in the professional aspects of running a studio or gallery.

RIT's world-class faculty are noted for their excellence, from creating award-winning sculptures and visual communications to receiving international recognition as innovators in their fields. They excel in the practice of their profession, using state-of-the-art equipment and studio facilities that can support both course work and research. Their role as mentors is evidenced in the national awards won by their students. In 1996, for example, graduate students in the college received the prestigious Graduate Film Honorarium of the Princess Grace Award; a computer graphics design alumnus was awarded a Golden Globe in 1997; and an emerging filmmaker was awarded the overall grand prize in the Adobe Flash Point Student Design Contest for multimedia projects. Students also received a "finalist" designation in the People's Choice Awards at the Macromedia International User Conference and Exhibition. An industrial design student received an award from Volvo of North America for his winning child car seat in the Design for Automobile Safety Competition at the 2000 World Traffic Safety Symposium. Fourteen woodworking alumni and faculty are featured in the prestigious *Design Book Seven* produced by *Fine Woodworking* magazine.

With this practical, professional experience, graduates' success upon employment is excellent. Their achievements represent what our programs are about: excellence through exploration and experimentation.

Master of Fine Arts Degrees

The MFA is a professional, terminal degree for artists, designers, craftspersons, animators, photographers, and filmmakers. Those seeking the graduate degree desire to leave a lasting impression on their fields by devotion to their work, high standards of discipline, and educational ideas. Students who possess a baccaluareate degree will develop expertise in their major area and in related fields under the guidance of professionals.

The college sponsors many guest lectures, seminars, and exhibits to further encourage personal and professional growth.

The MFA is generally a two-year, full-time program that involves the presentation of a thesis.

General Information

Acceptance for graduate study

Students are admitted to graduate study by action of the Graduate Committee. Enrollment in graduate courses does not constitute admission to the graduate program, and credit is not given for courses taken prior to acceptance unless the grade received in the course is a **"B"** or higher; in such a case the student, if

Graduate students in art, design and crafts can earn either the master of fine arts or the master of science in teaching degree.

admitted to graduate study, may petition for a grant of credit, but not in excess of 12 quarter credit hours.

A student may be admitted who needs additional undergraduate study requirements. This study will be structured for breadth or increased performance in areas designated and will be determined at the time of acceptance.

Such prerequisites must be satisfied as defined in the letter of acceptance, which applicants will receive prior to admission as graduate students. Extended study may require additional time on campus.

Human Gross Anatomy and biology or equivalent content is necessary for the MFA in medical illustration.

Upon full acceptance into any of the graduate programs the student is considered qualified to pursue the degree. This status would be changed by evidence of poor performance in the program. A 3.0 grade point average must be maintained. A student is accepted into the program with the understanding of full-time status unless granted part-time status at admission.

Admission as a nonmatriculated student

Students who have a baccalaureate degree and who wish to take particular courses may be admitted as nonmatriculated students to courses for which they are qualified. They may receive graduate credit, but it may not be submitted toward degree requirements. Students deficient in admission requirements or competence may take undergraduate courses, as advised, to qualify for admission.

Those coming from foreign countries where the baccalaureate is not given for programs in the practice of art may be admitted to graduate study if the diploma or certificate received approximates the standards of the BFA, BA or BS degrees, and their academic records and portfolios indicate an ability to meet graduate standards.

Admission procedure

To apply for admission to graduate study a student must submit the following items:
• Application: Submit your graduate application for admission accompanied by the application fee to the Office of Graduate Enrollment Services in the envelope provided in the application packet. When making your program choice, do so by indicating the major on page six of the application. Applicants should indicate for which degree they are applying: the master of fine arts (MFA) or master of science in teaching (MST)

Some programs are sequential in nature and begin in fall quarter only.*
Art education is a full-time program

offered only during the regular three quarters of the academic year.
• Transcripts: Evidence of a baccalaureate degree is required, so request that official transcripts be sent to the Office of Graduate Enrollment Services from all colleges and universities previously attended.
• Recommendations: Submit two letters of recommendation from individuals familiar with your education and/or work experience.
• Personal statement: Submit a personal statement of objectives as indicated on page 9 of the admissions application. This statement should indicate in what manner the Institute's graduate program would assist in attaining these goals. See the application form for directions.
• Portfolio: See guidelines

Major courses for art education, computer graphics design, graphic design, and medical illustration are offered only during fall, winter and spring quarters. Art education applicants should arrange a personal interview by calling 585-475-7562.

Portfolio guidelines for graduate applicants

Graduate students applying for admission into the School of Art, School of Design or the School for American Crafts are required to present a portfolio of art/design/craft work that is used in totally assessing the performance and academic capabilities of the applicant.
1. The portfolio should consist of at least 20 to 40 pieces of the applicant's best work. 35mm slides are preferred, displayed in 8½ " x 11" vinyl slide protector pages. (Additional computer files for video or interactive media samples should be stand-alone files that will preferably run on Macintosh operating systems.)
2. Slide portfolios will be kept by the school until the graduate application and scholarship process is complete. Slides will be returned by the school only when return postage is enclosed.
3. While every precaution will be taken to ensure proper care and handling, the Institute assumes no responsibility for loss or damage to slides. Label your slides with your name and address. Projects/slide content should be identified.

Please send portfolio and application materials to:
Rochester Institute of Technology
Office of Graduate Enrollment Services
58 Lomb Memorial Drive
Rochester, NY 14623-5604
585-475-2229
Any correspondence concerning applications, catalogs and portfolios should be addressed to the Office of Graduate Enrollment Services.

Bevier Gallery

During the year, the Bevier Gallery presents a continuing series of important exhibitions planned to present new directions in the fields of the arts, design and the crafts, as well as to honor the

Ceramist Vesta E. Adu-Gyamfi, MFA '88, School for American Crafts, returned to campus for "Celebrating Womanhood Through Pottery," a part of RIT's Distinguished Alumni Colloquia Series. A native of Ghana, Adu-Gyamfi draws her work from the mystique of women in her world, in matrilineal societies. "I try to project the great responsibilities of being female, from birth to death. How the earth, the sea, everything, is related to woman." A 1995-96 J. William Fulbright Senior Scholar, she has exhibited her work around the world.

works of the past. The gallery, architecturally impressive and a part of the college, serves to enrich the cultural life of the community and the Institute at large and to inform and inspire the college's graduate body.

The Faculty Show, Graduate Thesis Shows and Student Honors Show are annual events on the gallery calendar.

Transfer of credit

Graduate work pursued to the extent of 12 quarter hours (nine semester hours) may be applied at the discretion of the Graduate Committee to specific course requirements, depending on the nature of the student's program and major, if completed within the five preceding years. This evaluation will be made after one quarter of full-time study.

Policy regarding student work

The School of Art, School of Design, and School for American Crafts reserve the right to retain student work for educational use or exhibition for a period of time not to exceed one and one-half quarters beyond the year the object has been made.

Attendance regulations

The programs of the college utilize the studios and shop experiences as an essential part of the educational program; therefore it is imperative that the student regularly attend all classes unless specifically excused for special projects or activities by the instructors. Failure to attend classes, and to complete assignments, will be taken into consideration in grading.

Graduate scholarships, assistantships and other financial aid

If you are interested in being considered for a graduate scholarship, check the box on page 7 of the graduate application packet and submit with the other required application materials by March 1.

Applications for graduate and teaching assistantships are usually mailed out in early spring to applicants and current graduate students. If you have questions, contact the appropriate school office: School of Art, 585-475-7562; School of Design, 585-475-2668; School for American Crafts, 585-475-5778.

Need-based financial aid such as loans and grants may be investigated through the Office of Financial Aid.

School of Art

Master of Fine Arts Programs

Fine Arts Studio—Painting/ Printmaking/Sculpture/New Forms. The master of fine arts studio program has intensive study in painting, printmaking, sculpture and related media leading to mastery in the fine arts field on a professional level. Faculty guidance focuses upon research strategies that support sequential studio production leading to individual solutions. Critical discussion is developed from both the traditions of fine art and contemporary directions in our culture. These contemporary and historical concepts stimulate and provoke the development of an individual approach to expression. Moving forward from the sound fundamental backgrounds of their undergraduate art programs, students explore advanced techniques in painting, sculpture, and nontoxic printmaking. These may be pursued singly, combined, or brought together with nontraditional media to create *new forms*. Gallery r, an art gallery in down town Rochester operated by School of Art students, helps solidify the learning experience by bringing the work to our students to the greater Rochester community. Along with critical dialogues about contemporary art, students progress toward the production of a body of work and report for the master's thesis-

Medical illustration. The master of fine arts program in medical illustration enables students to exhibit thought and problem solving in their portfolio through accurate translations of medical and scientific concepts into effective visual support for instruction or advertisement. Students learn to demonstrate effective research techniques and efficient use of time and resources during concept and development of projects to satisfy course assignments.

Requirements for admission to the MFA degree programs

For U.S. and Canadian students, applicants should hold the baccalaureate degree in a field of the arts, sciences or education from a regionally accredited college in the United States or Canada and demonstrate, through the quality of the undergraduate record and creative production, a genuine, professional potential. (See also section regarding nonmatriculated students.) The undergraduate degree should include 75 quarter credit hours (50 semester hours) in studio courses.

International students need a minimum TOEFL score of 550 (paper-based total) or 213 (computer-based total). Those coming from countries where the baccalaureate degree is not given for programs in the practice of art may be admitted to graduate study if the diploma or certificate received approximates the standards of the BFA, BA or BS degrees and if their academic records and portfolios indicate an ability to meet graduate standards.

The Master of Science for Teachers

This one-year program may be taken in one of 10 studio areas and, in addition, art education. The MST-art education concentration leads toward permanent art N-12 certification to teach in the public schools of the State of New York and features pedagogical studies and student teaching. Classes begin in September and end in May.

The MST-Studio offers a concentration in a studio art program with supporting courses, if desired, from graduate offerings in other schools and departments of the Institute.

The studio concentration may be taken in graphic design, industrial design, fine arts studio, ceramics and ceramic sculpture, glass, metals/jewelry, and woodworking and furniture design. In addition, this MST also may lead to certification if provisional or temporary certification was earned as an undergraduate. This program may be completed in one year and may start or be completed in summer sessions.

	MST STUDIO MST candidates in one of the 10 areas	MST ART EDUCATION
Major	24	22 credits
Minor	9	
Humanities	**8**	20 Social Sci.
Forms of Inquiry	**2**	
Electives	5	**6**
Thesis		
	48 credits*	48 creditst

* One year or summers
t September start only

Requirements for admission to the MST degree programs

The applicant should have received the baccalaureate degree in a field of the arts from a regionally accredited college or university in the United States or Canada with a major concentration in art, art education or industrial arts education. Applicants with different backgrounds should refer to the section on nonmatriculated students. The undergraduate studies should include a minimum of 54 quarter credit hours (36 semester hours) in drawing painting, design or the crafts. If the applicant for admission holds the BA or BFA degree and seeks the MST degree in art education, the undergraduate program must have included the studio course distribution required by the New York State Education Department. For those holding the BS degree in art education and provisional certification, the graduate concentration should be in one of the studio areas, and the program must include a minimum of 10 quarter credit hours in liberal studies or humanities.

A student is accepted into the program with the understanding of full-time status unless granted part-time status at admission.

Teacher education and certification

The teacher of arts and crafts in college or high school, the teacher or administrator of art programs in schools and community centers, the instructor in occupational skills and the private teacher of art will find in the depth and breadth of the master's program a way of extending and improving the skills and content background necessary for effective teaching. The student who possesses a baccalaureate degree with provisional certification for the teaching of art or industrial arts in the State of New York can achieve permanent certification within the structuring of the master of science for teachers program (in one of the 10 studio areas) or the master of fine arts.

Graduates of teacher education programs at RIT have a 96 percent pass rate on the New York State Teacher Certification Examination.

Master of Science for Teachers Program

The **master of science for teachers** program requirements include two categories of studies:

1. MST ART EDUCATION
   Master of science for teachers in *art education* for those holding the BFA or BA (art major) degree and seeking permanent certification for teaching in public schools. The degree offers a concentration consisting of background courses in:

	Credits
Education, Psychology and Sociology	20
Art Education Concentration: Methods and Materials in Art Education, Seminar in Art Education, Practice Teaching	22
Studio electives	J3
Total credits	**48**

2. MST STUDIO
   The master of science for teachers degree in the area of the student's major interest and chosen from one of the 10 areas (ceramics and ceramic sculpture, glass and glass sculpture, metals/jewelry, woodworking and furniture design, graphic design, fine arts studio, and industrial design) is for those holding the BS degree in art education or industrial arts education who desire permanent certificates or for the BA or BFA student wishing advanced study. The degree offers a major concentration of studies designed to meet the needs of individual students and may include appropriate or relevant courses from other schools and departments of the Institute.

   The following general pattern of studies covers degree requirements:

MAJOR CONCENTRATION:	**Credits**
Studio art or crafts	24
Humanities, art history	8
Forms of Inquiry	2
Minor Concentration	9
Electives	_5
Total credits	**48**

School of Art

Thomas R. Lightfoot, BA, BFA, University of Connecticut; MFA, Institute) Allende, San Miguel de Allende, Gto., Mexico; M.Ed., Ed.D., Columbia University Teachers College—Administrative Chair, School of Art; Associate Professor

Donald Arday, BFA, Cleveland Institute of Art; MFA, Syracuse University—Associate Professor

Bob Cole, BA, MS, University of Maryland-Professor

Robert Dorsey, BFA, Rochester Institute of Technology; MFA, Syracuse University—Associate Professor

William Finewood, BA, State University of New York College at Geneseo; MFA, Syracuse University—Assistant Professor

Robert Heischman, BFA, Miami University; UCFA, Ruskin School of Art—Professor

Glen R. Hintz, BA, Lafayette College; MS, The Medical College of Georgia—Associate Professor

Keith Howard, Painting Diploma, National Art School, Australia; Master's in Studio Art, New York University—Associate Professor

Margaret O. Lucas, BS, Hampton University; MA, Virginia Commonwealth University; Ed.D., Pennsylvania State University—Professor

James Perkins, BA, Cornell University; ABD, University of Rochester; MFA, Rochester Institute of Technology—Assistant Professor

Luvon Sheppard, BFA, MST, Rochester Institute of Technology—Professor

Alan D. Singer, BFA, Cooper Union; MFA, Cornell University—Associate Professor

Bruce Sodervick, BS, Indiana University; MFA, Southern Illinois University—Professor

Carole Woodlock, BFA, Alberta College of Art; MFA, Concordia University—Assistant Professor, Art Education

School of Design

Master of Fine Arts Programs

The School of Design offers three professional MFA degree programs for advanced study: graphic design, industrial design, and computer graphics design. These unique programs allow for advanced study that integrates creativity, philosophy, history, theory, applied concepts, and technology. Students who possess a baccalaureate and seek to advance their skills or change careers find our programs to be challenging and professionally based. The School sponsors many guest lecturers, interdisciplinary projects, and special events to encourage personal professional growth.

The school also offers five unique cross-disciplinary courses within its graduate curriculum. All graduate students in the School of Design MFA programs take the following courses: Design Forum, Design History Seminar, Design Theory & Methods Seminar, Design Issues Seminar, and Design Research.

Involvement in these new cross-disciplinary courses helps to foster a sense of community among students and faculty and encourages dialog and interaction on the design, philosophy, process, practice, history, goals, and responsibilities across the design disciplines.

The computer graphics design and graduate graphic design programs are sequential and *require Fall entry.* The application deadline is March 1. Applications reviewed and accepted after this date are based upon seats available, and applicants are put on a waiting list. The industrial design program accepts applicants on a rolling basis.

Computer Graphics Design

Chris Jackson, *Coordinator*
585-475-5823   E-mail: *cbjpgd@rit.edu*

The master of fine arts degree program in computer graphics design is at the center of a revolution in which visual communication is planned, designed, coordinated, produced and disseminated by means of digital media. This exciting, graduate-level professional program combines knowledge of design theory and methods with skills in the application of the most recent software and hardware developments that have vastly expanded the designer's creative capabilities.

The impact of digital systems technology has changed how society communicates and how designers integrate knowledge and skills with technology. The digital age has turned the computer into both medium and tool. A strong understanding of design principles, visualization, semiotics and digital technology is required to be successful at developing computer graphics applications.

The computer graphics design program represents and fosters a multimedia approach to the design of electronic communications that synthesizes sound, animation, three-dimensional modeling, interface design, human factors, authoring languages, digital video, and special-effects imaging. Our students focus primarily on innovative approaches toward the design of interactive digital media, including interactive exhibits, training and education modules, and Web site development.

To enter the program a student needs to have a strong basic understanding of both vector and raster graphic. This could be in Photoshop, Illustrator or a similar program.

Graphic Design

Deborah Beardslee, *Coordinator*
585-475-2664   E-mail: *dabfaa@rit.edu*

Graphic design is a professional major that consists of a sequence of courses addressing advanced visual communication problems and emphasizes meaning, form and function. In a professional studio setting, students work with faculty on the understanding and implementation of design process; design theory; history and criticism; research methods; visual aesthetics; typography; imagery; systems design; information design; ethics and values; project development and evaluation; and cross-disciplinary problem-solving methods.

Course work and thesis projects incorporate both theory and application in the solution of hypothetical or actual design problems. Courses within this major evidence a balanced approach toward the application of electronic media and traditional processes. Final design outcomes may range from small- or large-scale two-dimensional, printed artifacts to electronic, time-based and/or interactive applications. Special lectures, guest speakers, exhibits and workshops complement the studio work experience. Student projects also utilize other RIT resources such as the Graphic Design Archive and the Cary Graphic Arts Collection.

Industrial Design

David Morgan *Coordinator*
585–475–4769 E–mail: *dcmfaa@rit.edu*

The master of fine arts degree program is available for students pursuing specialized study in industrial design at the graduate level for the purpose of career enhancement or redirection. The educational experience is project oriented, requiring research into design methods and technologies. Industry collaboratives provide an experiential dimension.

The first year of study includes seminar courses in design history, issues, research, theory and methods, which are common to all graduate students in the School of Design. In addition, there are studio courses that focus on industrial design applications. Extensive course work in utilizing Alias software for product modeling and animation fills out the program.

In the second year, students conduct research and develop a thesis project, which is presented in a graduate thesis exhibition and is documented in a written thesis report.

Master of Fine Arts in Computer Graphics Design

Major	42
Minor or Electivest	18
Design Core*	15
Thesis	<u>15</u>
Total	**90 quarter credits**

Master of Fine Arts in Industrial Design

Major	27
Minor †	15
Electives	15
Design Core*	15
Liberal Arts	4
Thesis	14
Total	**90 quarter credits**

Master of Fine Arts in Graduate Graphic Design

Major *	30
Minor †	"15
Electives	17
Liberal Arts	14
Thesis	<u>14</u>
Total	**90 quarter credits**

* Design Core is a series of courses that all the MFA majors (industrial design, graphic design, computer graphics design) in the School of Design must take. Graduate graphic design integrates these as part of the major credits listed.

† Minors are taken within the College of Imaging Arts and Sciences and in other colleges at the Institute. This is done with approval from the individual programs' graduate adviser/coordinator. The minor should support the goal of the MFA degree.

School of Design

Deborah Beardslee, BFA, Syracuse University; MFA, Virginia Commonwealth University—Associate Professor, Graduate Program Coordinator, Graphic Design
Mary Ann Begland, BS, Ohio State University; MFA, Kent State University—Associate Professor, Graphic Design
Nancy A. Ciolek, BFA, MFA, Indiana State University—Associate Professor, School of Design
Chris B. Jackson, BFA, Alfred University; MFA, Rochester Institute of Technology—Assistant Professor
Robert M. Kahute, BID, BFA, Syracuse University; MFA, Rochester Institute of Technology—Professor, Industrial Design
Robert P. Keough, BFA, MFA, Rochester Institute of Technology—Professor; Graduate Program Coordinator, Computer Graphics Design
Heinz Klinkon, BFA, MFA, Rochester Institute of Technology—Associate Professor, Graphic Design
Patti J. Lachance, BFA, Herron School of Art at Indiana and Purdue Universities at Indianapolis; MFA, Rochester Institute of Technology—Associate Professor; Chairperson, School of Graphic Design
Bruce I. **Meader,** BFA, MFA, Carnegie Mellon University—Associate Professor, Graphic Design
David Morgan, MA, Rhode Island School of Design; BFA, Brigham Young University-Assistant Professor, Industrial Design
R. Roger Remington, BFA, Rochester Institute of Technology; MS, University of Wisconsin—Professor, Graphic Design
Maria Schweppe, BA, University of Kansas; MA, Ohio State University—Associate Professor
James C. **Ver Hague,** BS, Massachusetts Institute of Technology; MS, Rensselaer Polytechnic Institute; BA, MFA, State University of New York at Buffalo—Professor, Computer Graphics Design

School for American Crafts

The Master of Fine Arts

The MFA is a professional, terminal degree for practicing artists, craftspersons or designers who desire to leave a lasting impression on their fields by devotion to their work and high standards of discipline and artistic ideals. The MFA is generally a two-year, full-time program that involves the presentation of a thesis. The thesis includes written documentation and formal exhibition of a body of work.

Studio residence program

The School for American Crafts offers a craft residence program. Participants will be accepted in the ceramics, glass, metals and wood studios.

Residence positions are limited and will be awarded by portfolio, transcript and references, etc. An interview is required. Accepted studio residents are required to register for at least two (2) credits of independent study during every quarter of residence. These two credits can be taken as an audit, thus reducing the tuition cost to the resident.

Accepted residents are expected to be present in their major studio during class hours and to contribute up to ten (10) hours of work per week in the major studio. These work hours will be coordinated and overseen by the major faculty in the area. In exchange the school will provide workspace, access to the facilities and supportive instruction. The resident is invited to participate in the full range of studio activities.

Participants may be people seeking additional studio experience prior to undergraduate or graduate study, early career professionals, or teachers on leave who wish to work again in an academic studio environment, etc. The major faculty in the area will make decisions concerning appropriate candidates.

Inquiries should be made to Residence Program, College of Imaging Arts and Sciences, School for American Crafts, Rochester Institute of Technology, 73 Lomb Memorial Drive, Rochester, N.Y. 14623-5603.

MFA

Major	42 credits
Humanities	10
Graduate Forum	3
Electives (optional minor)	15 (18)
Thesis	1£
	90 credits

Requirements for admission to the MFA degree programs

For U.S. and Canadian students, applicants should hold a baccalaureate degree in a field of arts, sciences or education from a regionally accredited college in the United States or Canada and demonstrate, through the quality of the undergraduate record and creative production, a genuine, professional potential. (See also section regarding non-matriculated students.) The undergraduate degree should include 75 quarter credit hours (50 semester hours) in studio courses.

International students need a minimum TOEFL score of 550 (paper-based total) or 213 (computer-based total). Those coming from countries where the baccalaureate degree is not given for programs in the practice of art may be admitted to graduate study if the diploma or certificate received approximates the standards of the BFA, BA or BS degrees and if their academic records and portfolios indicate an ability to meet graduate standards.

Master of Fine Arts Program

Ceramics and ceramic sculpture. The ceramics studio embraces the contemporary spectra of aesthetic ideas and innovative techniques to educate and train professional artists/craftspeople. It strives to support students' career goals with pragmatic information and suitable facilities and equipment.

Our structured courses address specific issues inherent to utilitarian pottery, vessel aesthetics, ceramics sculpture and mixed media. The ceramics program also receives substantial reinforcement from the other craft studios because they, too, explore similar formats and concerns that face artists and craftspeople about to enter the 21st century.

Glass and glass sculpture. This two-year program is structured on the basis of individual needs, interests and professional preparation as they may be determined through individual/group discussions. A rapid series of exploratory works is developed during the first year with emphasis on broadening technical and aesthetic understanding. The second year's focus will be on developing a body of work based on a sustained interest from the first year's investigation. The final work must be supported by a written thesis, a high quality portfolio and an exhibition.

Metals/jewelry design. This program is structured on the basis of individual needs, interests and background preparation as they may be determined through faculty counseling. All aspects of metalsmithing are explored. The program gives the student a broad exposure to metal working techniques, expands the student's knowledge of applied design, strengthens perceptual and philosophical concepts and develops an individual mode of expression. This sequence leads to the master's thesis, inaugurated by the student and overseen by the faculty.

Woodworking and furniture design. This program leads to the terminal degree in the studio arts. Men and women come to the program from diverse backgrounds such as architecture, interior design, industrial design, art history, law, teaching, etc., as well as undergraduate wood programs. In the first year, students identify issues in their technical and aesthetic background and, along with faculty, create a program of study to address these areas. Simultaneously, they discover directions in their work that are promising for further exploration. Based upon this experience, they develop a thesis proposal and, in the second year, create a comprehensive body of work. This work culminates in the end-of-the-year graduate thesis exhibition in the college gallery and a written thesis in support of the work.

GRE and TOEFL exams

The GRE exam is not needed for the School of Art, School of Design or School for American Crafts. International students must have a TOEFL score of at least 550.

School for American Crafts

Andy Buck, BA, Virginia Commonwealth University; MFA, Rhode Island School of Design—Assistant Professor

Juan Carlos Caballero-Perez, BFA, MFA Rochester Institute of Technology—Assistant Professor

Robin Cass, BFA, Rhode Island School of Design; MFA, State University of New York College at Alfred—Assistant Professor

Wendell Castle, BFA, MFA, University of Kansas—Artist-in-Residence, Chair; Professor, School for American Crafts

Julia Galloway, BFA, New York State College of Ceramics; MFA, University of Colorado—Assistant Professor, Ceramics

Richard Hirsch, BS, State University of New York College at New Paltz; MFA, Rochester Institute of Technology—Associate Professor, Ceramics, School for American Crafts

Max L. Lenderman, BS, MS, Indiana State University; MFA, University of Kansas—Professor, Weaving and Textile Design, School for American Crafts

Albert Paley, BFA, MFA, Tyler School of Art, Temple University; Ph.D. (honorary), University of Rochester—Artist-in-Residence, Charlotte Fredericks Mowris Chair in Contemporary Crafts; Professor, School for American Crafts

Michael Rodgers, BA, Western Illinois University; MA, University of Illinois—Assistant Professor

Richard Tannen, BS, Cornell University; Cert, of Mastery, Boston University—Professor, Woodworking and Furniture Design, School for American Crafts

Leonard A. Urso, BFA, MFA, State University of New York College at New Paltz—Associate Professor, Metalcrafts and Jewelry, School for American Crafts

School of Print Media

The School of Print Media offers three master of science degree programs: graphic arts publishing, graphic arts systems and printing technology. For the latest information, visit our Web site: http://mastersinprinting.rit.edu.

Admission requirements

Prior to being admitted to a master of science degree program, applicants must satisfy the Graduate Admission Committee of the School of Print Media that their previous training, ability and practical experience indicate a reasonable chance of success. Applicants may be admitted who hold a baccalaureate degree from an accredited institution. The School of Print Media encourages applicants with undergraduate records at the B (3.0) level or higher.
Requirements:

A bachelor's degree from a four-year program in an accredited college or university

An undergraduate grade point average of 3.0 or higher on the 4.0 scale.

A completed application form, including official transcripts, personal statement, and two letters of recommendation.

Students without sufficient background or coursework in printing or publishing will be required to take summer foundation courses prior to the start of graduate study.

GRE requirements:
Applicants from foreign universities should submit Graduate Record Examination (GRE) scores, as should students with transcripts using grading metrics other than the 4.0 GPA model. These scores also can be considered for applicants whose grade point average is below 3.0.
International students must submit TOEFL scores of 550 or higher (paper-based test) or 213 or higher (computer-based test).

Application deadlines

Students are encouraged to apply to the graduate program at any time during the year. To be assured of the best opportunity for admission and scholarships, interested students should have their application process completed by April 1. Applications received later than April 1 will be considered on a space-available basis.

Foundation Program

The Foundation Program is common to all three graduate programs within the School of Print Media. It begins in June and provides students who have little or no printing background with the opportunity to gain the required background before commencing regular courses in the fall quarter. During the admissions process, each graduate coordinator evaluates the background of an applicant to determine whether a portion of the Foundation Program might be waived because of prior course work or work experience.

The Foundation Program involves the following course work. The technical courses listed below are offered in the School of Print Media during the summer. Most applicants who do not have printing backgrounds take these courses at RIT.

2082-207 Design Parameters
2082-208 Digital Workflow
2082-211 Typography & Design
2082-221 Digital Image Capture

Another course, Technical Writing, is not offered as part of the summer Foundation Program but is required. If the applicant has taken this course content as an undergraduate, the requirement may be waived. If not, it may be taken at RIT or another undergraduate institution.

Students may begin their graduate courses in the fall if they are lacking no more than two Foundation courses. It is possible for them to complete these during the academic year.

The Foundation courses are scheduled during a 9- to10-week period beginning the first week in June. The courses are sequential—students complete one course before beginning the next one.

If a particular subject area has been waived, an applicant will be excused

from that section of the Foundation Program. A student must complete the Foundation Program with an overall B average before he or she can begin required courses in the graduate program to which he or she has been accepted.

Master of Science Degree in Graphic Arts Publishing

Len Leger, *Coordinator*
585-475-6026   E-mail: lwlppr@rit.edu

The digital revolution has begun. Next-generation technologies are transforming the workplace and creating new challenges for the entire graphic communications industry. The competitive and fast-changing nature of today's marketplace requires printing and publishing professionals who can react to market needs more quickly than ever before. The graphic arts publishing program is a full-time, one-year program.

Electronic publishing program

This program focuses on various segments of electronic publishing from the most elaborate high-volume systems for the production of newspapers, books, and magazines to single-user, desktop systems for producing newsletters, office forms, and short reports. The growth potential of electronic publishing is startling, and all graphic communications companies will need experienced professionals to work as publishing systems architects, font and format managers, specialized programmers, and corporate publishers. You'll examine the software and hardware considerations and management strategies that relate to electronic publishing, and you'll study the theoretical aspects of publishing and reproduction technology in laboratories equipped with the latest in electronic publishing systems.

The curriculum

2081-702	Graphic Reproduction Theory	4
2081-703	Trends in Printing Technology	4
2081-722	Ink, Color & Substrates	4
2081-723	Contemporary Publishing	4
2081-741	Color Image Processing Systems OR	4
2081-711	Tone & Color Analysis	4
2081-742	Document Processing Languages	4
2081-743	Markets for Electronic Publishing	4
2081-xxx	Digital Printing & Publishing	4
2081-840	Project Design I	2
2081-841	Project Design II	4
	Electives	12
	Total Credits	**48**

Online option

The master of science degree in graphic arts publishing is available online. For working professionals who do not have a year to dedicate to an on-campus program, RIT's online curriculum can be completed in two years (two courses per quarter). The courses are as rigorous as those taught on campus. Those with full-time jobs may wish to start with one course per quarter.

Course material is presented in many forms: Web resources, multimedia, video and audio lectures and demos, and one-on-one interaction with faculty via e-mail and chat conferences. The courses earn the same credit as and are taught by the same faculty who teach the on-campus courses.

This degree program is oriented towards individuals in technical and management positions in the printing and publishing industry. Whether you aim to strengthen your resume or explore new career directions, this degree can help you achieve your goals.

The curriculum

2080-717	Markets for Print & Graphic Media	4
2081-709	Trends in Printing Technology	4
2081-711	Tone & Color	4
2081-723	Contemporary Publishing	4
2081-741	Color Image Processing Systems	4
2081-742	Document Processing Languages	4
2081-751	Digital Printing & Publishing	4
2081-753	Database Publishing	4
2081-754	Technical Practicum	4
2081-840	Research Projects	4
	Electives	8

Master of Science Degree in Graphic Arts Systems

Len Leger, *Coordinator*
585-475-6026   E-mail: lwlppr@rit.edu

Today's printing and publishing companies require cutting-edge technology, a clear understanding of the changes taking place in the marketplace, and the vision to appreciate the implications of new opportunities. There is a tremendous demand for better-educated, highly flexible and innovative decision makers who will pave the way for even more advanced systems in the years to come. Industry leaders will be vitally aware of how competitors are adapting to the environment: what markets they are going after; what specialization they are developing; and what pricing strategies they are using.

An innovative, integrated curriculum

Today's graduates must be equipped with people skills and knowledge of financial controls, cost allocation systems, pricing strategies, and long- and short-range planning. Well-rounded graduates with a solid technical background have another distinct advantage—they are ready to assume responsibility their first day on the job. Our graduate program in graphic arts systems gives you the managerial and technical knowledge you need to be successful in the 21st century.

The curriculum

2081-702	Graphic Reproduction Theory	4
2081-709	Trends in Printing Technology	4
2081-722	Ink, Color & Substrates	4
2081-741	Color Image Processing Systems OR	4
2081-711	Tone & Color Analysis	
2081-742	Document Processing Languages	4
2081-xxx	Digital Printing & Publishing	4
2080-707	Estimating & Analyzing in Graphic Arts	4
2080-712	Operations Management in Graphic Arts	4
2081-840	Project Design I	2
2080-841	Project Design II	2
	Electives	8
	Total Credits	**48**

Master of Science Degree in Printing Technology

Len Leger, *Coordinator*
585-475-6026   E-mail: lwlppr@rit.edu

Although it might seem like another age, it was just a few short years ago when terms like "digital workflow" and "electronic publishing" were unknown to most people in the graphic communications industry. Today, the challenge of keeping up with technological change is difficult and even risky. Every decision has an impact on productivity across the organization and affects its ability to compete in the marketplace. Which technologies to adopt and how quickly to proceed?

A focus on technology

The printing technology program provides you with an in-depth understanding of technical printing and imaging concepts and exposure to high-level research methods. Although this program provides a broad exposure to the graphic communication industry, it allows students an opportunity to specialize in a relevant technical area. The program offers the maximum flexibility in terms of tailoring the program to meet individual needs. Recent students have

focused on information technology or computer graphic design depending upon interest and aptitude.

The curriculum

2081-702	Graphic Reproduction Theory	4
2081-709	Trends in Printing Technology	4
2081-722	Ink, Color & Substrates	4
2081-741	Color Image Processing Systems OR	4
2081-711	Tone & Color Analysis	
2081-742	Document Processing Languages	4
2081-xxx	Digital Printing & Publishing	4
2081-840	Project Design I	2
2080-841	Project Design II	2
	Electives	16
	Total Credits	48

Elective offer options

Elective courses are selected by the student to develop additional expertise in a particular area of interest. All programs offer flexibility in terms of tailoring the program to meet individual needs. Recent students have focused on information technology or business, depending upon interest and aptitude. The electives may be selected from the School of Print Media catalog or from courses offered by other RIT colleges. All elective courses must be pre-approved by the graduate coordinator.

Thesis option

Students in all three graduate programs may choose the thesis option, which provides an opportunity to demonstrate original thinking and creativity in the search for new knowledge in the graphic communications industry. Students choosing the thesis option have an intense interest in a topic and a desire to make a significant contribution to the body of knowledge in the industry. Fellowship awards are often available to help fund their research. Students choosing the thesis option must enroll in 2081-701, Research Methods in Graphic Arts, and 2081-703, Statistical Inference. The two required courses total 8 credits, which may be taken instead of Project Design I and II. Total credits for the master's degree remain at 48 credit hours.

The fast track

The graphic media industry is large and extremely varied and continues to be driven by changes in technology. Graduates from our master's program are working as professionals in production management, marketing, technical sales, research and development, quality assurance, administration, teaching, and other areas. A graduate degree from RIT's School of Print Media pays off by attracting leading employers from every graphic discipline. The program placement rate has been close to 100 percent for the past several years.

A graduate degree from the School of Print Media can be your road map to a creative, prosperous, and exciting career. Our programs offer you the comprehensive knowledge of printing technology, electronic publishing, and graphic arts systems needed to be successful as a manager and leader in the graphic industry. With state-of-the-art facilities and technology, internationally renowned faculty, and unequaled course offerings, the School of Print Media is widely considered the premier provider of graphic communications education in the world.

Laboratory facilities

Take one look around the School of Print Media, and you'll see why RIT is known as the number one graphic media school in the world. You'll have full access to powerful tools for learning in our cutting-edge laboratory facilities. The campus is wired to provide instant access to information resources. There are more than 500 computer workstations dedicated for student use in the College of Imaging Arts and Sciences alone.

Prepress & Publishing Lab (PPL)
The PPL features 21 fully configured and networked dual-processor Macintosh G4 workstations, the latest graphics and imaging software, scanners, and a complete selection of output devices.

Design & Color Lab
This lab contains 21 fully configured and networked flat-screen "superdrive" Macintosh G4 computers loaded with the latest design, imaging, and multimedia software.

Advanced Publishing Lab
This lab contains 14 fully configured and networked Macintosh G4 computers loaded with cutting edge graphics, imaging, and database publishing software.

Color Proofing Lab
This lab features the Kodak Approval digital color proofing system, in addition, to other state-of-the-art color proofing systems.

Desktop Scanning Lab
This facility reflects the growing range of image capture tools available to professionals, including high-end flatbed and drum scanners.
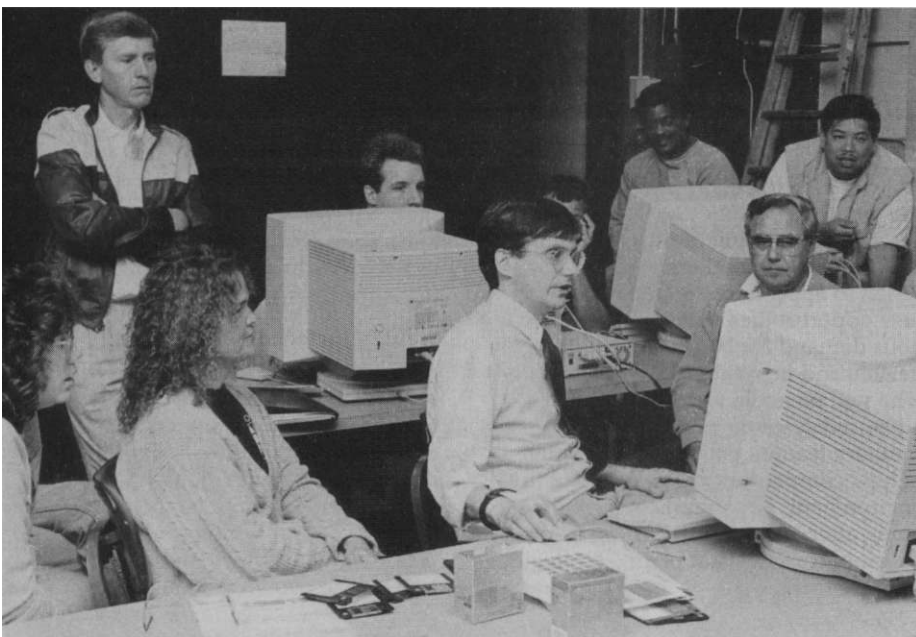
Professor Frank Cost (center) demonstrates imaging techniques in the Electronic Prepress Laboratory.

Integrated Printing Lab
This lab contains a Heidelberg Speed-master six-color press, a Komori perfect-ing press, a QuickMaster-DI press, and a Creo Trendsetter. For flexography, there is a Mark Andy multicolor web press.

Gravure Lab
This lab features a four-color Champlain Rotogravure web press with electrostatic ink drying on all units. The lab is also equipped with Sinapse training simulators.

School of Print Media

Barbara Birkett, BA, Aquinas College; MBA, Rochester Institute of Technology; CPA, Maryland—Associate Processor, Printing Management
Robert Y. Chung, BS, Eastern Washington State University; MS, Rochester Institute of Technology—Professor, Color Management
Twyla Cummings, BS, MS, Wright State University; Ph.D., Union Institute—Assistant Professor, Printing Management
Franziska Frey, Ph.D., Swiss Federal Institute of Technology—Visiting Professor, Materials and Digital Imaging
Edward Granger, BS, MS, Ph.D., University of Rochester—Melbert B. Carey Jr. Professor
Herbert H. Johnson, BS, Rochester Institute of Technology—Professor, Books and Magazines
Michael Kleper, MS, Rochester Institute of Technology—Paul & Louise Miller Professor
Leonard W. Leger, MS, University of Rochester—Associate Professor, Printing Management
C.R. Myers, MS, Rochester Institute of Technology—Assistant Professor, Electronic Prepress
David Pankow, MLS, Columbia University—Professor; Curator, Melbert B. Cary Jr. Graphics Art Collection
Barbara Pellow, BS, Michigan Technological University—Professor, Gannett Chair, Digital Printing and Publishing
Michael Riordan, MS, Rochester Institute of Technology—Assistant Professor, Color Image Processing Systems
Frank J. Romano, BS, City University of New York—Administrative Chair, Professor, Electronic Publishing
Patricia Russotti, BS, Empire State College; MS, Ed.S., Indiana University—Associate Professor, Pre-press Imaging
Franz Sigg, BS, MS, Rochester Institute of Technology—Research Associate, Test Targets
Mark Watts, BFA, MS, Rochester Institute of Technology—Visiting Professor, Electronic Imaging

School of Film and Animation

The School of Film and Animation offers a graduate program: the master of fine arts in imaging arts with concentrations in computer animation and film.

Master of Fine Arts Degree In Imaging Arts

Johnny Robinson, *Animation Chair, Film and Animation*
585-475-2754,   animate@rit.edu

Malcolm Spaull, *Coordinator, MFA Program, Film and Animation*
585-475-6127,   mgscdm@rit.edu

The master of fine arts program in imaging arts emphasizes a broad interpretation of animation and filmmaking as an art form, with the intention of inspiring and nurturing the individuality of each student as a creative, productive person. The program encourages graduate study in filmmaking animation, visualization, and other imaging arts as a means to personal aesthetic, intellectual and career development.

The MFA curriculum provides a flexible pattern of study that is continually sensitive to the needs of each student, building upon the strengths that each individual brings to the program. A full range of courses in 2D computer animation, 3D computer animation, drawing for animation, stopmotion animation, special effects and film are available. Successful completion of the program enables a student to seek careers in film or animation production.

Program goals
1. Provide students the opportunity to use animation film and other imaging arts as a means to pursue a career and earn a livelihood.
2. Provide students the opportunity to use animation film and other imaging arts as a means to enrich their personal lives and society as a whole.
3. Provide a nurturing intellectual environment that encourages a sense of community, creativity, scholarship and purpose.

Degree requirements
The MFA degree in imaging arts normally requires a minimum of two years of full-time course work as a resident graduate student. A minimum of 90 quarter credit hours of graduate work is outlined below. These minimums may be exceeded, either at the wish of the candidate or as a result of the need to cover certain areas of study.

The 90 hours do not include undergraduate work required by action of the MFA admission committee in accepting a particular applicant nor do they include undergraduate prerequisites for graduate courses.

Computer Animation

The computer animation concentration incorporates courses in 2D and 3D computer and camera animation.

The computer animation concentration consists primarily of courses in single-frame filmmaking taught in the School of Film and Animation and programming courses offered in Computer Science and Information Technology. Course work includes exercises and major projects in both two- and three-dimensional computer animation as well as support courses in filmmaking technique and interactivity.

The computer animation degree encompasses work in three areas of study:

Credits
1. Concentration (computer animation) designed to give depth of experience in the area of the student's primary interest. All students complete required course and other course work is selected from many flexible alternatives.   40
2. History and aesthetics of film and related art forms   15
3. Electives   19
4. Research Seminar, Graduate Seminar, and Research & Thesis_____16
   Total Credits   90

Distribution of work within these guidelines is subject to modification based upon the candidate's background, abilities and interests. An individualized course of study will be prepared with the advice of the graduate faculty and made a matter of record. Modifications in this prescribed program thereafter must be approved and recorded.

Graduate Faculty
Imaging Arts Computer Animation Concentration

Carl (Skip) Battaglia, MS, Syracuse University; BA, Boston University—Professor
Stephanie Maxwell, MFA, San Francisco Art Institute—Associate Professor
Howard Lester, BA, MFA, University of California at Los Angeles—Administrative Chair; Professor
Johnny Robinson, BFA, MFA, Syracuse University—Animation Chair; Assistant Professor
Malcolm Spaull, MFA, Rochester Institute of Technology—MFA Coordinator, Professor
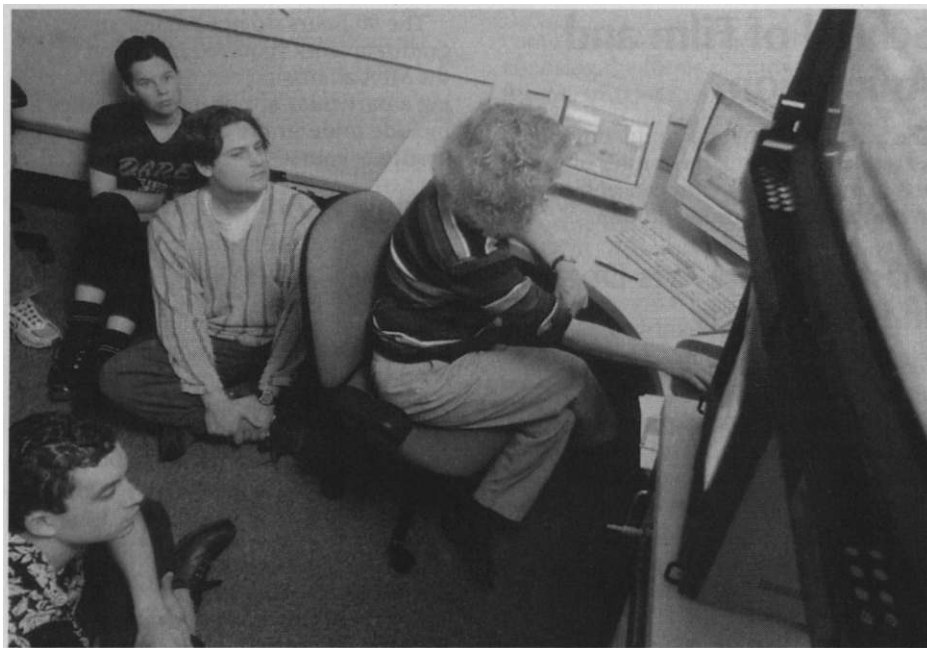
Film

The film concentration incorporates courses in film, video, scriptwriting, and animation. Students produce fiction, documentary, and experimental films.

The Film degree encompasses work in three areas of study:

Credits

1. Concentration (film)   40
   designed to give depth of experience in the area of the student's primary interest. All students complete required course; other course work is selected from many flexible alternatives.
2. History and aesthetics of film and
            related art forms   15
3. Electives   19
4. Research Seminar,
   Graduate Seminar, and   16
   Research & Thesis
   Total Credits   **~90**

Distribution of work within these guidelines is subject to modification based upon the candidate's background, abilities, and interests. An individualized course of study will be prepared with the advice of the graduate faculty and made a matter of record.

Modifications in this prescribed program thereafter must be approved and recorded.

Graduate Faculty
Imaging Arts Film Concentration

Cat Ashworth, MA, State University of New York at Buffalo—Assistant Professor
Charlie Boyd, MFA, Pennsylvania State University—Assistant Professor
Adrianne Carageorge, MFA, Ohio University—Film/Video Production Program Chair; Associate Professor
Howard Lester, BA, MFA, University of California at Los Angeles—Administrative Chair of the School of Film and Animation; Professor
Johnny Robinson, BFA, MFA, Syracuse University—Animation Chair; Assistant Professor
Maria Schweppe, MA, Ohio State University; BA, University of Kansas—Director of Visualization Studies; Associate Professor
Malcolm Spaull, MFA, Rochester Institute of Technology—MFA Coordinator; Professor

General Information

Electives

Elective courses are available in animation, film, video, multimedia, screenwriting, printmaking, painting, sculpture, communication design, museum studies, crafts, bookmaking, typography, color photography, new media, studio photography, advertising photography, perception, sensitometry, computer graphics, art history and archival preservation and conservation. There are also opportunities for independent studies, internships and concentrations.

The faculty

The MFA in imaging arts computer animation program is supported by a staff of 12 full-time faculty members with the School of Film and Animation and a variety of adjunct faculty members. Faculty and course work are also available from the School of Photographic Arts and Sciences, School of Print Media, School of Art, School of Design, and School for American Crafts as well as from the College of Liberal Arts.

Admission requirements

Students with a baccalaureate degree or equivalent from an accredited college or university, or equivalent, are eligible for admission provided they present a portfolio of work that demonstrates their skills, visual sophistication, and aesthetic awareness. Acceptance depends on the strength of portfolios as judged by the graduate faculty, past academic performance, letters of recommendation, and personal statements of purpose.

There are no examination requirements for admission to this MFA program. If applying with an undergraduate GPA of less than 3.0, however, the GRE or GMAT test is strongly recommended. Personal interviews, whether in person or by phone, are encouraged but not required. Applicants who are capable of good academic work as well as artistic visual expression and who demonstrate an interest in the exploration of new artistic ideas and experiences will be favored. The graduate faculty will make recommendations based on the above interlocking criteria.

Students who are evaluated to have MFA potential but need additional study in preparation for graduate courses will be advised to take such courses either prior to entrance or during their first year of study. The graduate faculty will make recommendations.

To apply for admission to graduate study, students must submit an official transcript of their undergraduate degree(s), an acceptable portfolio (slides, videotape, CD, etc.), a statement of purpose detailing why they want to attend graduate school and what they will bring to the program, and a minimum of two letters of reference. All correspondence concerning applications or catalogs should be addressed to the director of Graduate Enrollment Services.

Transfer credit

Graduate-level course work taken prior to admission to the program should be submitted for approval upon entrance into the program. Up to 12 quarter credit hours (8 semester hours) of B or better graduate work is transferable toward the degree with the approval of the graduate faculty.

Portfolio

The portfolio, along with written records of accomplishment and recommendations, serves to inform the faculty of the applicant's imaging accomplishments. It provides a visual statement of the

candidate's performance to date in terms of his or her skills, aesthetic development and maturity.

Applicants are encouraged to submit their best visual work in their portfolio whether computer generated or not. Photography, painting, film, animation, illustration, Web page design and other forms of visual expression can be included. Do not send master tapes or originals of any work.

Admission selection for the fall quarter in the imaging arts program is made in the spring from among all portfolios and completed applications received. Admission to the animation program occurs on a rolling basis; that is, students can be admitted in any quarter, although fall is preferable. Applications should be postmarked by February 15 to optimize the opportunity for fall admission. Portfolios and completed applications will be reviewed as they are received. Once the available slots are filled, qualified candidates will be placed on a waiting list and any slots that open will be filled by candidate at the top of the list.

For instructions on submitting slides, see imaging arts photography. Submit a list of work included on video with any tapes, which includes the title and length of the work as well as your role in production. Include a table of contents on a CD.

Submit the portfolio with the application material to Graduate Enrollment Services. Send your materials to:

Rochester Institute of Technology
Office of Graduate Enrollment
  Services
58 Lomb Memorial Drive
Rochester, N.Y. 14623-5604
585-475-2229
gradinfo@rit.edu

Grades and time limit

The average of all grades for graduate credit taken at the Institute must be at least a B (3.0) to qualify for the MFA imaging arts degree. Thesis hours are usually taken over several quarters. Only die letter R is recorded, indicating a thesis in process. No letter grade is assigned. Acceptance or rejection of the thesis is made by the candidate's thesis board and the graduate faculty.

All course work, including an accepted thesis, must be completed within seven years of entrance into the program.

Screenings

Screenings are required for all student-produced films and are coordinated through the professor or the thesis chair.

Thesis

The thesis project should be an original production appropriate to the major commitment of the degree candidate. A written report will be prepared for inclusion in the library. Specific directions are available in the "MFA Guide for Students and Faculty: Policy Regarding Student Work." The School of Film and Animation reserves the right to retain copies of student-produced films to be used for educational purposes, to show to prospective students, and as examples of student productions. Graduates must also leave the school copies on videotape or CD of complete work and master's diesis projects.

Cultural influences

Rochester is a unique place for anyone seriously interested in a broad pursuit of studies in imaging arts. Fine-art imaging at RIT is keeping pace with some of the newer visual imaging methods through courses in computer graphics, interactive installations, virtual reality, computer animation, and Web page design. The Rochester area is enhanced by such outstanding resources as the International Museum of Photography and Film at the George Eastman House and the Visual Studies Workshop.

The MFA program in imaging arts computer animation at RIT is unique in that it is the only such program housed in a School of Film and Animation with full production facilities and the additional support of highly specialized faculty in photography, imaging science, computer science and information technology, and printing.

School of Photographic Arts and Sciences

Master of Fine Arts Degree in Imaging Arts Photography

Willie Osterman, Coordinator, MFA Program, Photography
585-475-2616

The master of fine arts program in imaging arts emphasizes a broad interpretation of photography as an art form, with the intention of inspiring and nurturing the individuality of each student as a creative, productive person. The program encourages graduate study in photography as a means to personal, aesthetic, intellectual and career development.

The MFA curriculum provides a flexible pattern of study that is continually sensitive to the needs of each student, building upon the strengths that each individual brings to the program.

The degree in imaging arts is offered with academic concentration in photography. Successful completion of the program enables a student to seek careers in education, museum or gallery work or as a self-employed professional.

Program goals

1. Provide students the opportunity to use photography as a means to pursue a career and earn a livelihood.
2. Provide students the opportunity to use photography as a means to enrich their personal lives and society as a whole.
3. Provide a nurturing intellectual environment that encourages a sense of community, creativity, scholarship and purpose.

Photography

This concentration provides students with the opportunity to pursue a rigorous course of study in fine art photography and related media. Contemporary fine art photography incorporates the study of theory and methods that extend back in time to the beginnings of photography and forward to present day digital and experimental techniques Students engage in discursive studies, extensive research and experimental learning in a content-rich environment. Parallel courses in art and related media history, theory, and criticism complement core classes in photography-related studies.

Fine Artist Electives

Elective courses are available in animation, video, multimedia, screen writing, printmaking, painting sculpture, communication design, museum studies, crafts, bookmaking, typography, color photography, new media, studio photography, advertising photography, perception, sensitometry, computer graphics, art history, and archival preservation and conservation. There are also opportunities for independent studies, internships and concentrations.

The faculty

The MFA in imaging arts program is supported by a staff of 40 full-time faculty members with the School of Photographic Arts and Sciences and adjunct faculty members at the International Museum of Photography, George Eastman House and the Visual Studies Workshop, as well as RIT's Image Permanence Institute.

Faculty and course work are also available from the School of Print Media, School of Art, School of Design and School for American Crafts as well as from the College of Liberal Arts.

Admission requirements

Students with a baccalaureate degree or equivalent from an accredited college or university, or equivalent, are eligible for

admission provided they present a portfolio of work that demonstrates their skills, visual sophistication and aesthetic awareness. Acceptance depends on the strength of portfolios as judged by the graduate faculty, past academic performance, letters of recommendation and personal statements of purpose.

There are no examination requirements (e.g., GRE) for admission to these MFA programs. Personal interviews are encouraged but not required. Applicants who are capable of good academic work as well as artistic visual expression and who demonstrate an interest in the exploration of new artistic ideas and experiences will be favored. The graduate faculty will make recommendations based on the above interlocking criteria.

Students who are evaluated to have MFA potential but need additional study in preparation for graduate courses will be advised to take such courses either prior to entrance or during their first year of study. The graduate faculty will make recommendations.

To apply for admission to graduate study, students must submit an official transcript of their undergraduate degree, an acceptable portfolio, a statement of purpose detailing why they want to attend graduate school and what they will bring to the program, and a minimum of three letters of reference. All correspondence concerning applications or catalogs should be addressed to the director of Graduate Enrollment Services. Portfolios for the photography degree will be accepted in slide format only.

Transfer credit

Graduate-level course work taken prior to admission to the program should be submitted for approval upon entrance into the program. Up to 12 quarter credit hours (8 semester hours) of B or better graduate work is transferable toward the degree with the approval of the graduate faculty.

Portfolio

The portfolio, along with written records of accomplishment and recommendations, serves to inform the faculty of the applicant's imaging accomplishments. It provides a visual statement of the candidate's performance to date in terms of his or her skills, aesthetic development and maturity.

Applicants should send 20 slides representing a cohesive body or bodies of recent work.

Admission selection for the fall quarter in the imaging arts program is made in the spring from among all portfolios and completed applications received. Applicants should be certain that portfolios are postmarked no later than February 1 to ensure review of the application. Admission occurs only once a year.

Portfolio instructions

- Submit 35mm slides only.
- Submit no more than 20 slides on a single slide sheet.
- Place a red dot in the lower left corner of each slide mount.
- Label each slide with your **name, title of work, date, size** of work.
- Do not use glass slide mounts or thick tape to label or mask slides.
- Number slides 1 to 20 in the order you wish them projected.
- Include a slide list.
- Include a **self-addressed, STAMPED** envelope for the return of your slides. We cannot return slides lacking sufficient postage or adequate packaging. We will retain the slides of admitted applicants.
- Submit the portfolio with the application material to:

Send your portfolio to:
  Rochester Institute of Technology
  Office of Graduate Enrollment
      Services
  58 Lomb Memorial Drive
  Rochester, N.Y. 14623-5604
  585-475-2229

Degree requirements

The MFA degree in imaging arts normally requires a minimum of two years of full-time resident graduate study. A minimum of 90 quarter credit hours of graduate work is outlined below. These minimums may be exceeded through the intent of the candidate or as a result of necessity to cover certain areas of study.

The 90 hours do not include undergraduate work required by action of the MFA admission committee in accepting a particular applicant or undergraduate course prerequisites for graduate courses.

The Master of Fine Arts in Imaging Arts: Photography

The MFA degree encompasses work in three areas of study:

		Credits
1.	Concentration designed to give depth of experience in the area of the student's primary interest. All students complete required course and other course work is selected from many flexible alternatives.	40
2.	History and Aesthetics and History and Criticism of Imaging Arts and related art forms	15
3.	Electives	19
4.	Research Seminar, Graduate Seminar and Research & Thesis	16
	Total Credits	**90**

Distribution of work within these guidelines is subject to modification based upon the candidate's background, abilities and interests. An individualized course of study will be prepared with the advice of the graduate faculty and made a matter of record. Modifications

in this prescribed program thereafter must be approved and recorded.

Grades and time limit

The *average* of all grades for graduate credit taken at the Institute must be at least a "B" (3.0) to qualify for the MFA imaging arts degree.

Thesis hours are usually taken over several quarters. Only the letter "R" is recorded, indicating a thesis in process. No letter grade is assigned. Acceptance or rejection of the thesis is made by the candidate's thesis board and the graduate faculty.

All course work, including an accepted thesis, must be completed within seven years of entrance into the program.

Photo gallery

The photo gallery is used to exhibit graduate thesis work, student work and works of contemporary imagemakers. Students who wish to exhibit their work in the gallery are required to adhere to the published gallery guidelines.

Thesis

The thesis exhibition/project should be an original body of work appropriate to the major commitment of the degree candidate. A written thesis will be prepared for inclusion in the Wallace library. Specific directions are available in the MFA guide for students and faculty.

Policy regarding student work

The School of Photographic Arts and Sciences reserves the right to retain at least one original piece of work from a student's MFA Thesis Show for inclusion in the MFA Collection to be used for educational and exhibition purposes. Graduates must also leave the school one set of not less than 20 slides or a videotape or CD of thesis work completed for the master's degree.

Cultural influences

Rochester is a unique place for anyone seriously interested in a broad pursuit of photographic studies. Fine-art imaging at RIT is keeping pace with some of the latest visual imaging methods. The Rochester area is enhanced with outstanding physical and human resources. In addition to those located in the College of Imaging Arts and Sciences at RIT, there are resources to be found in two major additional institutions heavily involved in photographic education and innovation: the International Museum of Photography at the George Eastman House and the Visual Studies Workshop.

The MFA program in imaging arts at RIT is unique in that it is the only such program housed in a School of Photographic Arts and Sciences with a support faculty of 40 highly specialized and diverse instructors. The program is designed to reflect this diversity.

Graduate Faculty
School of Photographic Arts and Sciences

Imaging Arts Photography
Concentration

Willie Osterman, MFA, University of
Oregon—Program Chair; Associate Professor
Patti Ambrogi, MFA, Visual Studies
Workshop—Associate Professor
Angela M. Kelly, MA, Columbia College—
Associate Professor
Elaine O'Neil, BFA, Philadelphia College of
Art; MS, Illinois Institute of Technology—
Professor
Elliott Rubenstein, MFA, State University of
New York at Buffalo; MA, St. John's
University—Professor
E. Kenly White, BA, Princeton University;
MA, MFA, University of New Mexico—
Associate Professor
Jeff Weiss, BS, University of Michigan—
Associate Professor

Art History/Graduate Studies

2037-785   Forms of Inquiry
The exploration and organization of forms of inquiry in the fields of art, craft, and design. Class 2, Credit 2 (offered each year)

2037-790   Graduate Forum
The presentation and discussion of issues in aesthetics, criticism, creativity and perception as they relate to art, design and craft will be undertaken. Points of view to be clarified through critical writing. Required for MFA; to be taken prior to Thesis. Class 2, Credit 3

School of Art

Art Education

2011-701,702   Art Education Methods/Materials
Intensive study of curriculum in terms of teaching materials for both studio and appreciation aspects of elementary, early secondary and high school art education. Includes studio and elementary school teaching experience. Class 2, Lab 9, Credit 5 (F, W) (offered on sufficient demand)

2011-820   Seminar in Art Education
Evaluation and study of the practice teaching experience. Discussion of the professional role of the art teacher in terms of professional associations, supervision, teacher training and research. A final project on some intensively studied aspect of art education is required. Lab 25, Credit 3 (S) (offered on sufficient demand)

2011-860   Practice Teaching
A seven-week full-time practice teaching experience in secondary school, including professional duties of the art teacher in humanities courses, publication advising, audiovisual work and supervision. Supplements the studio-theoretical education. Meets the state education requirements. Credit 9 (S) (offered on sufficient demand)

Illustration

2019-761,762, 763, 764   Illustration Graduate Elective
Individual drawing projects related to graduate students' major area of study. Opportunity to refine drawing skills on the graduate level. Elective offerings are Adobe PhotoShop, Personal Focus, and Figure in Motion. Lab 6, Credit 3 (offered each year)

Medical Illustration

2020-781   Medical Illustration Topics I
This is an introductory course; designed to acquaint the illustration student with art techniques commonly used in medical illustration and with the medical library and audio-visual television-supporting milieu in which the medical illustrator works. Lab 6, Credit 3 (offered each year)

2020-782   Medical Illustration Graphics
A course emphasizing the use of computer software and hardware as a resource for generating titles, charts and graphs, schematics and illustrations as vehicles to meeting instructional and communicative needs. Students will learn the various techniques available and will apply those techniques while designing pamphlets, in-house publications and poster exhibits. Lab 6, Credit 3 (offered each year)

2020-783   Anatomical Studies
Sketches drawn from human dissection are translated into instructional illustrations using watercolor wash and pen and ink. Emphasis will be on rapid but accurate sketching and observation in the laboratory, with a representation of form and structure in living tissue for publication. Lab 6, Credit 3 (offered each year)

2020-784   Medical Illustration Topics II
A continuation of Anatomical Studies I with students translating sketches drawn from human dissection into full-color instructional illustrations. Techniques studied include watercolor, color pencil, airbrush and mixed media. Emphasis will be on rapid but accurate sketches leading to the description of living tissue for the preparation of surgical illustration. Lab 6, Credit 3 (offered each year)

2020-785   Surgical Procedures I
The application of creating instructional aids designed to increase learner understanding of surgical procedures and concepts. Sketches are to be drawn while observing the surgery, consulting with the surgeon for accuracy of detail and development. The final preparation of the art work will match its intended use (e.g., publication, slide graphic, computer graphic, etc.) Lab 6, Credit 3 (offered each year)

2020-786   Surgical Procedures II
A continuation of the concepts begun in 785; specifically, combining anatomical knowledge with surgical observation to construct a concise and accurate surgical series. Students will concentrate on communicating essential surgical concepts to a specific audience, as well as ensuring that their artwork will meet the demands of reproduction. Lab 6, Credit 3 (offered each year)

2020-890   Research & Thesis—Medical Illustration
The development of a thesis project initiated by the student and approved by a faculty committee. Primarily a creative production, the thesis must also include a written report and participation in a graduate thesis show. Lab 9-42, Credit 3-14 (offered every quarter)

Fine Arts Studio

2021-710   Intro, to Painting: Acrylic Graduate Elective
A course in the basic materials and processes of acrylic painting. Students will explore the expressive and stylistic possibilities of the medium. Subjects will include various interpretations of still life and model as well as individual projects. Discussion of work will focus on form, composition, and color. Lab 6, Credit 3

2021-711   Intro, to Painting: Oils Graduate Elective
This course introduces students to oil painting. Along with learning about the properties and techniques of this medium, students will be encouraged to experiment and seek solutions to problems of composition and structure in painting. Preparatory sketches and studies will be encouraged for the production of finished works. Lectures, demonstrations, examples, and slide talks will compliment the growth gained through the students' creation of a variety of paintings from both observation and imagination. Lab 6, Credit 3

2021-712   Intro, to Painting: Figure Graduate Elective
The fundamentals of representational figure painting in oils or acrylics using traditional materials and process. Color mixing and painting application techniques related to depicting the figure and its immediate environment will be explored. Observational study of form, space, and quality of light will be stressed. Lab 6, Credit 3

2021-721   Watercolor: Graduate Elective
Use and control of the technique of water color painting. Exploring watercolor as an illustrative and painting media. Lab 6, Credit 3

2021-722   Contemporary Drawing: Graduate Elective
Emphasis is on drawing and the development of form, space and expression from a variety of sources, including the human figure. Emphasis on basic techniques, materials and concepts for further study are explored. Studio 6, Credit 3

2021-730   Intro, to Printmaking: Etching Graduate Elective
Conceptual and technical assignments introduce the basic techniques in etching focusing on line, value and texture. An investigation of line using the following techniques: line etch, litho crayon, open bite, scraping, and burnishing. Personal expression will be encouraged through variations in the use of line, value and texture. Lab 6, Credit 3

2021-731   Intro, to Printmaking: Litho Graduate Elective
Conceptual and technical assignments that introduce the basic techniques in lithography focusing on line, value, and texture. An investigation of form relationships using the techniques of etching on litho-plates and stones; using pencils, crayons, inks, and transfer imagery to create and encourage personal expression. Lab 6, Credit 3

2021-733   Intro, to Printmaking: Non-toxic Elective
The student will explore of a wide range of non-toxic printmaking processes and techniques. In the mastery and application of these processes and techniques the student will achieve personal aesthetic goals. Studio 6, Credit 3

2021-761, 762, 763, 764   **Fine Arts Studio Graduate Elective**
Traditional sculptural concepts will evolve through a variety of processes and materials-predominately clay, plaster, cement, stone, paper and metal. The human figure is presented as a subject for study and for use as a springboard to invention. **Lab 6, Credit 3**

2021-775   **Sculpture Assemblage Graduate Elective**
One of the most basic approaches to creating Sculpture, this course involves assembling or bringing together parts / pieces to form a whole. Spontaneous and immediate contact with unique materials, creative processes and the degree of sculptural impact may all be characterized as extremely direct. This straightforward confrontation offers no flashy techniques, seductive material or process to hide behind. Instead, at the onset, basic sculptural manipulation must occur. **Lab 6,** Credit **3**

2021-776   **Sculpture: Figure Graduate Elective**
This sculpture course investigates the study of human form through the development of sculpted clay figures working directly from living models. Emphasis is placed on exploring the following sculptural elements: the underlying 3-dimensional structure of the human figure; proportions of the human figure; volume, mass & surface anatomy; gesture; support & balance; figurative spatial relationships; expressive qualities of human form; use & control of basic material & processes related to figure sculpture. **Lab 6, Credit 3**

2021-780, 781,782   **Fine Arts Studio Graduate I**
Fine Arts Studio: enter into a critical discourse and examination of ideas and relationships in the fine arts. Critiques, guest artists, lectures and discussion along with studio production. Painting: develop painting skill in oil, acrylic, watercolor, drawing through individual studio investigation under the direction of fine art faculty. Sculpture: sculpture concepts are explored through a variety of processes and materials, including clay, plaster, cement, stone, wood & metal. These concepts reveal themselves through separate sections devoted to the human figure, installation, public art or other contemporary manifestations of sculpture. Printmaking: non-toxic printmaking techniques and processes are the means for students to develop along independent lines and directions for contemporary fine art printmaking. **All areas: Lab 6, Credit 3/qtr**

2021-790, 791, 792   **Fine Arts Studio Graduate II**
Fine Arts Studio: enter into a critical discourse and examination of ideas and relationships in the fine arts. Critiques, guest artists, lectures and discussion along with studio production. Painting: develop painting skills in oil, acrylic, watercolor, drawing through individual studio investigation under the direction of fine art faculty. Sculpture: sculpture concepts are explored through a variety of processes and materials, including clay, plaster, cement, stone, wood & metal. These concepts reveal themselves through separate sections devoted to the human figure, installation, public art or other contemporary manifestations of sculpture. Printmaking: non-toxic printmaking techniques and processes are the means for students to develop along independent lines and directions for contemporary fine art printmaking. **All areas: Lab 6, Credit 3/qtr**

2021-890   **Research & Thesis: Fine Arts Studio**
The development of a thesis project initiated by the student and approved by a faculty committee. Primarily a creative production, the thesis must also include a written report and participation in a graduate thesis show. **Lab 9-42, Credit 3-14 (offered every quarter)**

School of Design

Graphic Design

2010-711   **Design Theory & Methods Seminar**
Graduate students in graphic design, computer graphics design and industrial design will use this lecture-based seminar to explore many cross-disciplinary theories and problem-solving methods that can be used by designers. Through selected readings from current periodicals, critical writing, hands-on involvement, presentations and guest lectures, students will broaden their awareness of topics such as systems thinking, brainstorming methods, semiotic theory, visual rhetoric, problem solving and evaluation methods in order to sharpen their understanding of the design process. Information will be directed toward meaningful concept development and the selection and use of appropriate structures for design problem solving. Lec **3,** Credit **3**

2010-712   **Graduate Typographic Design**
This course is centered on learning about typographic variables and visual organization methods. Focused decision making related to visual hierarchy, readability and communication is stressed. Projects involve the process of creating a thematic, sequential typographic design application. **Lab/Studio** 6, **Credit** 3

2010-713   **Design History Seminar**
Graduate students in graphic design, computer graphics design and industrial design will be provided with a basis in the history of design which complements the overall graduate core in the School of Design as well as specific coursework in each major field of design study. In a seminar format, the students realize the course objectives through participatory means. Interdisciplinary in nature, the course is thematic and emphasizes performance on the part of the student in dynamic dialogue on course topics. The course content focuses on subjects relative to the history of design (people, processes, products, places), critical thinking and contextual historical issues. Students are expected to write critical essays and questions and to participate in weekly discussion groups. On-line technology is utilized in addition to slide lectures, videotapes and other forms of media. Lec **3, Credit 3**

2010-716   **Image Forms**
This introductory course investigates formal visual aesthetics related to graphic design problem solving. Emphasis is on the process of image analysis, ideation and synthesis. Applied use of imagery focuses upon clear message making and audience understanding. Image-generation tools range from traditional electronic media as appropriate for specific projects. An extended studio project in form analysis and articulation is the primary activity. **Lab/Studio 6, Credit 3**

2010-717   **Graduate Systems Design**
This course investigates various approaches toward visually and conceptually organizing components of graphic design problems (i.e. words, photographs, illustrations, diagrams, abstract shapes, textures, lines, colors, etc.) for the purpose of clear, unified communication. Projects may include the creation of multiple components within a common framework. **Lab/Studio 6, Credit 3**

2010-718   **Graduate Information Design**
This course stresses the importance of reader and user responses to written and visually presented information. Projects stress clarity and accessibility while investigating a variety of formats (i.e. charts, diagrams, business forms, tables, maps, instructional materials, wayfinding systems, graphic user interfaces, etc.) **Lab/Studio 6, Credit 3**

2010-721   **Project Development & Evaluation**
This course involves the application of theory and methods to the planning of a design project. Each student is responsible for formulating a comprehensive project development plan, including the use of evaluation method(s) during appropriate stages of the project. **Lab/Studio 6, Credit 3**

2010-722   **Graduate Graphic Design Applications**
This is an advanced course in which the students apply formal aesthetic principles in systematically solving applied problems on thematic, content-intensive topics. Emphasis is placed on the relationship between form and communication. Projects are defined, structured and implemented by the student. **Lab/Studio 6, Credit 3**

2010-724   **Graduate Graphic Design Topics**
This course is tailored to the specific needs of the students enrolled. Potential topics may include: Design Planning, Human Factors, Interface Design, Writing and Design, Design for Electronic Media, and Application of New Technologies. The course involves research and design applications relevant to the selected course topic. **Studio/Lab 6, Credit 3**

2010-726   **Design Issues Seminar**
This graduate course experience exposes first year graduate students majoring in graphic design, computer graphics design and industrial design within the School of Design to the range of contemporary issues that face their design professions. Topics will include, but not be limited to, issues related to human factors, accessibility, green design, ethical decision-making, audience appropriateness, educating the public about design, the democratization of design and the role of the designer in society. Selected readings from current periodicals, critical writing group dialogue; presentations and guest lectures will be integrated into the course as appropriate. Lec **3, Credit 3**

2010-731   **Graduate Design Forum**
This course will introduce School of Design graduates to the graduate programs, foster a sense of community among students and faculty, acquaint students with various resources within the Institute and Rochester and encourage an on-going dialog on the commonality of design philosophy, process, practice and goals across the design disciplines. Through the lectures, selects readings, a team project, presentations, and writing assignments, students will use this forum to become more familiar and comfortable with a free exchange of ideas about design, broaden their awareness of important interdisciplinary design considerations, and sharpen their communication and design criticism skills. **Lec 3, Credit 3**

2010-761, 762, 763, 764   Graphic Design Elective
Please refer to description for Graphic Design (MFA Major) below. Lab 6, Credit 3

2010-890   Thesis: Graphic Design
The development of a thesis project initiated by the student and approved by a faculty committee is required. Primarily the solution of an applied design problem, the thesis must also include a written report and participation in a graduate thesis show. Lab 9-42, Credit 3-14 (offered every quarter)

Computer Graphics Design

Due to the evolving changes in technology, the computer graphics design program offers special topics courses on a variety of subjects, including digital video, virtual reality, advanced Web design, and 3-D animation. Prospective students should consult the CGD Web site and quarterly Schedule of Courses bulletin for current course offerings.

2014-701   Introduction to Computer Graphics
New opportunities are available to computer graphics designers that did not exist just a few years ago. During the quarter, students will be introduced to the ideas, concepts, uses, and general principles of interactive media as it relates to the most rapidly growing communications media. The course will include several web design projects/ exercises to develop the students' understanding of interface design, Web design, software logic, aesthetic considerations and issues related to interactive media. The student will be expected to complete assigned projects and readings. Lab/Studio 6, Credit 3

2014-711   Digital Video & Special Effects
This course will acquaint the Computer Graphics Design student with the use of basic video and audio recording equipment and video and audio editing technique for use in creating QuickTime movies. The multimedia design need basic skills in these areas along with the use of special effects software to create video and time-based sequences for used in larger multimedia productions. (First year Computer Graphic Design Students) Lec 3, Studio 6, Credit 6

2014-713   Design Research
This course will focus primarily on developing students' research skills and exposing them to a range of writing techniques. Emphasis will be placed on an exposure to a wide range of research resources including the more traditional library vehicles, newer developments on the World Wide Web and relevant archives and special collections. This course will begin to establish each student's thesis direction in very general terms by including the development of a preliminary thesis proposal and establishing an overview of research directions. Studio 6, Credit 3

2014-717   Authoring Multimedia
This course focuses on creating visual presentations and interactive multimedia software using a computer-programming language. Students will create customized scripts that control user navigation and digital media. In-class lectures and assignments provide a solid framework for planning and implementing a complete interactive project. (Required for JADG majors) Studio 6, Credit 3

2014-718   QTVR & Multimedia Design
This course is intended to provide a foundation to QTVR (QuickTime Virtual Reality) concepts. Previous multimedia experience and skill will be extended to emphasize multimedia applications that use QTVR as a design tool to interactively explore 3D virtual environments. Attention will be given not only to the mechanics of creating the movies but also to the design, relationship to other visual elements, and visual communication effectiveness of the movies. (Prerequisites: 1st Year Computer Graphics Design major or permission) Lec 3, Studio 3, Credit 3

2014-723   Graphical User Interface
This course provides an in-depth look at Graphical User Interface Design. Students learn the basic components of a user interface and how to design alternative navigational solutions. (Required for JADG majors) Studio 6, Credit 3

2014-781   Authoring Computer Graphics Design
Exposure to computer graphic algorithms, design heuristics, design methodology and program structures of two-dimensional imagery for multimedia design. Projects involve programming in an authoring language. Lab 6, Credit 3 (offered every year)

2014-782   3-D Computer Graphics Design
Extension of previous visualization skills and design experiences to include three-dimensional objects. The course will provide fundamental concepts for more advanced studies in 3D animation, virtual spaces, and multi-dimensional navigation spaces. Lab/Studio 6, Credits 3

2014-784   Digital Typography
A study of today's digital typography. Hands-on experiences in production typesetting, prepress planning for accurate typographic reproduction, as well as type used as a visual image. This course also deals with typography for animation, special effects and interactive media. Lab 6, Credit 3 (offered every year)

2014-785   Instructional Multimedia
Interactive and other software packages will be used to create instructional programs for different age groups. Course work will include subject matter research; developing objectives; creating graphics, sound and interactivity; and program evaluation. Each student will produce an instructional multimedia program. Lab 6, Credit 3 (offered every year)

2014-786   Multi-Dimensional Computer Animation
This course will cover two-dimensional key frame, film loop, real-time recording and other digital techniques to automatically create animation applications for film, video, interactive, and multimedia and Web presentations. Lab 6, Credit 3 (offered every year)

2014-787   Advanced Computer Graphic Design I
Advanced exploration of computer graphics applications. Projects could include such topics as interactive multimedia presentations, computer-generated special effects, digital type development, computer-aided instruction lessons, TV and electronic mail promotions and computerized animation. Lab 9, Credit 3 (offered each year)

2014-791   Advanced Computer Graphics II
This course extends previous multimedia experience and skills to emphasize advanced multimedia applications that use gaming concepts, delivery systems, and software as a design tool for entertaining and informing. Students will work with 2D and 3D visual concepts, virtual reality, interactivity and sound to develop games of their own. (Prerequisites: second-year Computer Graphics Design major or permission) Lec 3, Studio 3, Credit 3

2014-792   Vector-Based Multimedia Design
This course extends previous multimedia experience and skills to emphasize advanced multimedia applications that use vector-based concepts as a design tool for creative motion graphics and interactive authoring while maintaining small file sizes. Attention will be given not only to the mechanics of creating the movies but also to the design, relationship to other visual elements, and visual communication effectiveness of the movies. Prerequisites: second-year Computer Graphics Design major or permission). Lec 3, Studio 3, Credit 3

2014-890   Thesis: Computer Graphics Design
The development of a thesis project initiated by the student and approved by a faculty committee. Primarily a creative production, the thesis must also include a project report and participation in a graduate thesis show. Lab 9-42, Credit 0-14 (offered every quarter)

Industrial Design

2035-706   Design Collaborative Graduate
Advanced product development involving teamwork and collaboration with an industry design group providing technical information, marketing concerns and outside review of work. Studio 6, Credit 3

2035-708   Furniture Design Graduate
Experience in the design of furniture for a defined sector of the contract market is acquired through a project exercise involving industry collaboration. Studio 6, Credit 3

2035-711   Advanced Computer Modeling I
The first of three required graduate-level electronic media courses. The emphasis in this beginning level (Level 1) modeling course is learning software tools competency through assigned exercises and creative projects. The objective is student understanding of the nature, location, and use of all tools commonly available at the professional level for electronic surface modeling in degree 3 and higher B-spline curves and surfaces. Learning simple effect-of-motion techniques (turntable animation, fly-around animation) is included. Studio 6, Credit 3

2035-712   Advanced Product Design Graduate
The application of design methods and skills to advanced level projects in industrial design. Studio 6, Class 3

2035-721   Advanced Computer Modeling II
The second of three required graduate-level electronic media courses. The emphasis in this second level (Level 2) modeling course is learning higher software competency-techniques-for modeling complex and difficult shapes through assigned exercises and creative projects. The objective is student understanding of the most efficient use of professionally-preferred tools for electronic surface modeling in degree 3 and higher B-spline curves and surfaces. (Advanced Computer Modeling or consent of instructor) Studio 6, Credit 3

2035-731   Advanced Computer Modeling III
The third of three required graduate-level electronic media courses. The goal for this third-level (Level 3) modeling course is learning higher software competency directed toward team working. The emphasis is in strategizing the process of modeling complex and difficult shapes to achieve results typically expected by professional project team members, through assigned exercises and creative projects. Included are the methods and techniques for flawless transferring of design intent of these electronic surface models to and from other professional-level surface and solids software. (2035-721 or consent of instructor) Studio 6, Credit 3

2035-732   Exhibit Design—Graduate
Design of trade show and similar exhibits, including gallery exhibits, involving structure, graphics, lighting and layout of space. Students will develop concepts through plan and elevation drawing as well as perspective renderings for presentation. Studio 6, Credit 3

2035-741   Professional Practice— Graduate
Business and ethical practices in the industrial design profession are examined through case studies and designer interviews. Students discuss matters of professional practice, debate issues of ethical professional behavior, prepare business correspondence and analyze the function of industrial design in the business environment. Lec 3, Credit 3

2035-761, 762, 763, 764   Industrial Design Graduate Elective
The reasoned application of theoretical and practical background to advanced projects in industrial design. Lab 6, Credit 3

2035-840   Thesis Research
Guidance in selecting and planning a thesis project, conducting a search for background material, and writing a thesis proposal. (Second-year graduate ID major or consent of instructor) Lec 3, Credit 3

2035-890   Thesis: Industrial Design
The development of a thesis project initiated by the student and approved by a faculty committee. Primarily a creative production, the thesis must also include a written report and participation in a graduate thesis show. Lab 9-42, Credit 3-14 (offered every quarter)

School for American Crafts

Ceramic & Ceramic Sculpture

2040-761, 762, 763, 764   Ceramic Graduate Elective
Basic instruction and experience in ceramic design, fabrication and production of ceramic forms is undertaken. This study provides ceramic technology and terminology and gives experience with clays along with fundamental forming techniques. The development of design awareness is encouraged through lectures and critiques. Lab fee required. Lab 6, Credit 3 (offered every quarter)

2040-781   Graduate Ceramics Studio I
This is the first of a four-quarter sequential class covering the advanced aesthetics and techniques in ceramics. This program is structured on the basis of the individual student's needs, interests and background preparation as they may be determined through faculty counseling. There will be a strengthening of ceramic techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2040-782   Graduate Ceramics Studio II
This is the second of a four-quarter sequential class covering the advanced aesthetics and techniques in ceramics. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2040-783   Graduate Ceramics Studio III
This is the third of a four-quarter sequential class covering the advanced aesthetics and techniques in ceramics. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation as they may be determined through faculty counseling. The student will begin to seriously experiment with issues and themes that may prove relevant to their final selection of a thesis topic. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2040-784   Graduate Ceramics Studio IV
This is the fourth of a four-quarter sequential class covering the advanced aesthetics and techniques in ceramics. This is the culmination, prior to the thesis studio course, of the program developed on the basis of the individual student's needs, interests and background preparation as they have been determined through faculty counseling. The student will seriously pursue issues and themes that are relevant to their final thesis topic. The student will be encouraged to utilize new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2040-890   Ceramics Graduate Thesis
The development of an acceptable thesis project initiated by the student and approved by the student's thesis committee and chairperson of the school. Primarily a creative production resulting in a body of work, the thesis will include a written report, which addresses the body of work. The work will be exhibited in the graduate thesis show. Lec 3, Studio 12, Credit 0-18

Glass

2041-761, 762, 763, 764   Glass Graduate Elective
Collaborative work in the student's major area of study and glass fabrication is encouraged. Various techniques, both hot and cold, will be considered in different quarters: casting, slumping, fusing, blowing, neon, engraving sand carving cutting, electroplating, lamp working and sculptural construction. Course emphasis on personal, independent development encouraging contemporary thought and concept. Lab fee required. Lab 6, Credit 3 (offered every quarter)

2041-781   Graduate Glass Studio I
This is the first of a four-quarter sequential class covering the advanced aesthetics and techniques in glass. This program is structured on the basis of the individual student's needs, interests and background preparation as they may be determined through faculty counseling. There will be a strengthening of ceramic techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2041-782   Graduate Glass Studio II
This is the second of a four-quarter sequential class covering the advanced aesthetics and techniques in glass. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2041-783   Graduate Glass Studio III
This is the third of a four-quarter sequential class covering the advanced aesthetics and techniques in glass. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation as they may be determined through faculty counseling. The student will begin to seriously experiment with issues and themes that may prove relevant to their final selection of a thesis topic. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2041-784   Graduate Glass Studio IV
This is the fourth of a four-quarter sequential class covering the advanced aesthetics and techniques in glass. This is the culmination, prior to the thesis studio course, of the program developed on the basis of the individual student's needs, interests and background preparation as they have been determined through faculty counseling. The student will seriously pursue issues and themes that are relevant to their final thesis topic. The student will be encouraged to utilize new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by die faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2041-890   Glass Graduate Thesis
The development of an acceptable thesis project initiated by the student and approved by the student's thesis committee and chairperson of the school. Primarily a creative production resulting in a body of work, the thesis will include a written report, which addresses the body of work. The work will be exhibited in the graduate thesis show. Lec 3, Studio 12, Credit 0-18

Metalcrafts & Jewelry Design

2042-761, 762, 763, 764   Metals Graduate Elective
This course offers students fundamental, intermediate and advanced fabrication/forming techniques as they apply to hollow ware and jewelry design. Creative designs and innovative artistic concepts are encouraged. Individual and group instruction covers the properties of various metals, the use of the shop equipment and safety procedures as they apply to metalsmithing. Lab fee is required. Lab 6, Credit 3

2042-781   Graduate Metals Studio I
This is the first of a four-quarter sequential class covering the advanced aesthetics and techniques in metals. This program is structured on the basis of the individual student's needs, interests and background preparation as they may be determined through faculty counseling. There will be a strengthening of ceramic techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2042-782   Graduate Metals Studio II
This is the second of a four-quarter sequential class covering the advanced aesthetics and techniques in metals. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2042-783   Graduate Metals Studio III
This is the third of a four-quarter sequential class covering the advanced aesthetics and techniques in metals. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation as they may be determined through faculty counseling. The student will begin to seriously experiment with issues and themes that may prove relevant to their final selection of a thesis topic. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. (2042-782) Lec 3, Studio 12, Credit 9

2042-784   Graduate Metals Studio IV
This is the fourth of a four-quarter sequential class covering the advanced aesthetics and techniques in metals. This is the culmination, prior to the thesis studio course, of the program developed on the basis of the individual student's needs, interests and background preparation as they have been determined through faculty counseling. The student will seriously pursue issues and themes that are relevant to their final thesis topic. The student will be encouraged to utilize new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio 12, Credit 9

2042-890   Metals Graduate Thesis
The development of an acceptable thesis project initiated by the student and approved by the student's thesis committee and chairperson of the school. Primarily a creative production resulting in a body of work, the thesis will include a written report, which addresses the body of work. The work will be exhibited in the graduate thesis show. Lec 3, Studio 12, Credit 0-18

Weaving & Textile Design

2043-761, 762, 763, 764   Textile Graduate Elective
This is the study and appreciation of weaving and textile techniques, soft sculpture, off-loom weaving and printing. Design approaches are stressed. Lab fee required. **Lab 6,** Credit **3** (offered every quarter)

Woodworking and Furniture Design

2044-761,762,763,764   Wood Graduate Elective
This **is** a course in woodworking techniques and procedures. It enables the **student** to gain design competency through wood and an individual solution to wood projects based on suggested needs. Lab fee is required. **Lab 6, Credit 3 (offered every quarter)**

2044-781   Graduate Wood Studio I
This is the first of a four-quarter sequential class covering the advanced aesthetics and techniques in wood. This program is structured on the basis of the individual student's needs, interests and background preparation as they may **be** determined through faculty counseling. There will be a strengthening of ceramic techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. **Lec 3, Studio 12, Credit 9**

2044-782   Graduate Wood Studio II
This is the second of a four-quarter sequential class covering the advanced aesthetics and techniques in wood. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation techniques, design fundamentals and encouragement of personal expression. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. Lec 3, Studio **12,** Credit **9**

2044-783   Graduate Wood Studio III
This is the third of a four-quarter sequential class covering the advanced aesthetics and techniques in wood. This is a continuation of the program developed on the basis of the individual student's needs, interests and background preparation as they may be determined through faculty counseling. The student will begin to seriously experiment with issues and themes that may prove relevant to their final selection of a thesis topic. The student will be encouraged to evaluate new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee **is** required. (Prerequisite 2044-782) **Lec 3, Studio** 12, **Credit 9**

2044-784   Graduate Wood Studio IV
This is the fourth of a four-quarter sequential class covering the advanced aesthetics and techniques in wood. This is the culmination, prior to the thesis studio course, of the program developed on the basis of the individual student's needs, interests and background preparation as they have been determined through faculty counseling. The student will seriously pursue issues and themes that are relevant to their final thesis topic. The student will be encouraged to utilize new techniques, materials and concepts. This sequence leads to the master's thesis, proposed by the student and approved by the faculty. Lab fee is required. **Lec 3, Studio 12, Credit 9**

2044-890   Wood Graduate Thesis
The development of an acceptable thesis project initiated by the student and approved by the student's thesis committee and chairperson of the school. Primarily a creative production resulting in a body of work, the thesis will include a written report, which addresses the body of work. The work will be exhibited in the graduate thesis show. **Lec 3, Studio 12, Credit 0-18**

School of Film and Animation

2065-701, 702, 703   History & Aesthetics of Film
An extended comparative survey of the history and aesthetics of film that will explore the four basic forms of the medium: fiction, documentary, animated and experimental. Emphasis is on determining the unique characteristics of the medium and how those characteristics are used as a means of interpretation and expression. Credit 4 (F, W, S)

2065-711, 712, 713   Film and Animation Core
Major emphasis is placed on the individual's learning to generate and intensify his or her personal statement through creative projects. Some of the projects are assigned, while others are selected by the candidate. Work is critiqued weekly by the instructor. **Credit 4 (F, W, S)**

2065-716 **Digital Audio Tools/Animation**
Students in this course learn technical and aesthetic concerns, which organize the design, recording, and editing of sound in animated motion pictures. Student projects focus on recording and editing sound in digital form, and shaping the sound for expressive and narrative purposes. Class 2, Credit 2 (F)

2065-721 **Animation & Graphic Film 1**
An introduction to the techniques and practice of graphic and animated film production. This course provides training and practical experience in a wide variety of approaches to single-frame motion picture production. Students produce a number of short film exercises utilizing both existing and original artwork. Some techniques covered in the course are: direct modification of the film surface; eel, ink and paint animation; and kinestasis. Screenings of professionally made films will illustrate each technique. Proficiency in drawing is not required. (No prerequisites required). **Class 2, Discussion 1, Lab 2, Credit 4 (F, S)**

2065-722 **Animation & Graphic Film 2**
A continued introduction to the techniques and practice of graphic and animated film production. This course provides training and practical experience in a number of approaches to single-frame film making in addition to those covered in 2065-721. Some techniques covered in the course are: three-dimensional animation; optical printing; computer animation; and hand-drawn sound. Screenings of professionally made films will illustrate each technique. Proficiency in drawing is not required. (2065-721) **Class 2, Discussion 1, Lab 2, Credit 4 (W)**

2065-723 **Animation & Graphic Film 3**
This course provides practice in all phases of single-frame film production. Students produce a 16mm, 90-second graphic film with sound, utilizing one or more techniques learned in the preceding two quarters. (Permission of instructor) **Class 2, Discussion 2, Lab 2, Credit 4 (S)**

2065-727 **Scriptwriting for Animation**
This course explores the principles of dramatic structure and storytelling in both fiction and nonfiction animated film and video. Students prepare short scripts suitable for production and prepare finished storyboards from those scripts. **Credit 4 (F)**

2065-731 **Film & Video: Tools & Technology**
An intensive tools and technology course that will allow the student to work in the digital video format. This course will examine the technical concerns of single and double system portable video production and editing. Production skills in camera work, editing and sound recording will be covered (2065-203). **Credit 5 (F, W)**

2065-737 **2-D Computer Animation I**
Students in this course create animated sequences and projects using a commercial animation software package for a popular microcomputer. In addition to mastering specific software, students learn the principles of digital computer operation and how those principles apply to the problems of animation with computers. (2065-721) **Credit 4**

2065-738 **2-D Computer Animation II**
This course focuses on the integration of computer animation into film and video. Students produce a finished animated project on film or videotape with sound, which can be used as a portfolio piece. Emphasis is placed upon various postproduction strategies which involve such techniques as combining computer animation with live action, the addition of film and video special effects and combining computer animation with existing film or video imagery. (2065-721) Credit 4 (S)

2065-741 **Graduate Drawing Animation: Dynamics**
This advanced course focuses on drawing of drawn animation and is one of the three different courses in drawing for animation offered. Each course provides a different focus. The courses do not need to be taken in sequence. Students explore the use of acceleration and deceleration squash, and stretch, maintaining volume, anticipation, secondary action, overlapping action, paths of motion, follow-through, and exaggeration. A variety of examples of drawn animation will be screened in class. Gesture drawing from live models may be included. (Figure in Motion) **Studio 6, Credit 3** (F)

2065-742 **Graduate Drawing Animation: Sequence**
This advanced course focuses on structuring the shots in a scene and is one of the three different courses in drawing for animation offered. Each course provides a different focus. The courses do not need to be taken in sequence. Flexibility is provided for students at different stages of development. Students learn how to break a scene into shots. They develop shots into a sequence. They storyboard the sequence. They learn to compose the frame for action and to juxtapose one shot against the next. Students learn to use exposure sheets to plan our animation. They animate short sequences using acquired skills. A variety of examples drawn animation will be screened in class. Gesture drawing from live models may be included. (Figure in Motion) **Credit 3, Studio 6 (S)**

2065-743 **Graduate Drawing Animation: Characters**
This advanced course focuses on character development for animation and is one of three different courses in drawing for animation offered. Each course provides a different focus. The courses do not need to be taken in sequence. Students produce character sheets. They explore different perspectives of the character drawing from imagination. They use the characters in sequential frames of motion. A variety of drawn animation examples will be screened in class. Gesture drawing from live models may be included. (Figure in Motion) **Studio 6, Credit 3 (W)**

2065-747 **3-D Computer Animation I**
Students begin work in modeling three-dimensional space and manipulating objects within that space with particular attention to the role of color and color effects in animation. Emphasis is on color as a vehicle of expression and the techniques used to model, shade, display and record three-dimensional objects. **(2065-721) Credit 4 (F, W, U)**

2065-750, 751, 752, 753 **Special Topics - Graduate**
Advanced topics of current or special interest designed to broaden and intensify the student's ability to use animation as a means of communication and expression. **Credit 3-9**

2065-756, 757, 758 **Film & Animation Workshop**
Each faculty member offers a different opportunity for students to explore the multiplicity of ways that photography or filmmaldng can be used as a vehicle for expression and communication. Visual research, group critiques, field trips, studio and laboratory practice are used. **Credit 4**

2065-761 **Image Movement Music**
This is a seminar-level course co-sponsored by the College of Imaging Arts and Sciences at RIT, the Eastman School of Music (University of Rochester), and the Graduate Department of Dance at SUNY College at Brockport. Lectures/ demonstrations held during the first six weeks of the course are designed to provide all students with a basic, practical knowledge of current and experimental performance and production techniques in film, video and animation and contemporary art, music, dance/choreography, and related arts. During the latter four weeks of this course, students will work jointly and individually, under faculty advisement, on creative or research projects involving combinations of image, movement and sound/music. Weekly three-hour classes will be held alternately at all three schools. Enrollment is open to graduate students from the three schools. Transportation will be provided. (Grad status) **Credit 3**

2065-762 **Stop-Motion Animation**
Explore techniques for producing stop-motion animation. Gain familiarity with the use of a variety of materials, which may include clay, puppet, foam, latex and more. Develop techniques for making armatures and skeletons and creating joints. Learn how to measure movement from frame to frame. Research and write about a stop-motion technique or animator. **(2065-331** or **2065-721) Lec 3, Lab 2, Credit 4**

2065-767 **Directing for Animation**
A seminar in solving directorial problems for animators. Topics will include character and movement development, working with actors and models, identifying and understanding scene construction, directorial responsibility, and the relationship between images in sequence. Both the application of acting techniques for creative development and the aesthetic demands of "visual music" will be emphasized. **Lec 3, Credit 3**

2065-771, 772, 773 **Graduate Seminar I, II, III**
The seminar provides an opportunity for all MFA students to develop a sense of community and to openly discuss matters of concern, to discuss each other's animations or films, to meet with visiting artists on campus and to participate in a thesis sharing from time to time. 0PHC) **Credit 2 (F, W, S)**

2065-781,782,783   Alternative Processes
An advanced course in the production and presentation of still or moving
images using historical and contemporary visual imaging processes. Emphasis
is on extending the students' experience in image making by incorporating
alternatives to conventional animation or filmmaking into their work. Processes
to be covered include lighting, inverse kinematics, digital cinematography, par-
ticles, procedural animation, compositing, montage and combinations of tech-
niques. Credit 4 (F, W, S)

2065-786   Contemporary Issues
A study of current issues relevant to fine art photography and filmmaking, how
they relate to broader historical/cultural issues and how they might suggest
future directions. Credit 2

2065-799   Independent Study
Learning experiences not provided by formal course structure may be obtained
through the use of an independent study contract. (Approval required) Credit 1-9

2065-841,842,843   Research Seminar
This seminar serves as a planning stage for preparing a research thesis proposal
and for an ongoing critique and discussion of the research in progress. Issues
related to exhibitions, publications, copyright, distribution, and gallery also are
covered. (Restricted to JPHC) Credit 2 (F, W, S)

2065-890   Research & Thesis: Film & Animation
This thesis is designed and proposed by the candidate. It is considered his or her
culminating experience in the program, involving research, a creative body of
work, an exhibition or suitable presentation and a written illustrated report
(approval required). Credit 1-12

Graduate Photography

2066-701,702,703   History & Aesthetics of Photography
A required seminar, which surveys and examines the development of the
medium beginning with pre-history. Students will explore the first applications
of photographic documentation, portraiture, art and science and will study pho-
tography in the context of modernist and post-modernist critical discourse.
Credit 3/class

2066-711,712,713   Photography Core
Students engage in a rigorous group critique process to develop a mature body
of work, which combines experimental and analytical learning methods. They
develop aesthetic and technical strategies for the production and presentation of
art work and move through independent theoretical research and in contempo-
rary art concepts and methodologies, which inform practice. On successful com-
pletion of the required core courses in the first year, students are eligible to be
considered for advancement to thesis. Credit 4/class

2066-750,751,752,753   Special Topics Workshop
Advanced topics of current or special interest designed to broaden and intensify
the student's ability to use photography and related media. Recent topics
include, Women and Visual Imaging, Warhol and Beuys, Art and Censorship,
Digital Media Cafe, Negotiating Identity and Mural Photography. Credit 4

2066-754   Museum Studies
Students study advanced topics related to museum and gallery practice through
internships, research and projects which are formally proposed by the student.
Emphasis is placed on the function and administration of museums and gal-
leries, and so on the conceptual nature of curating and planning exhibits.
(Graduate status) Credits 1-9

2066-756, 757, 758   Photographic Workshop
Each faculty member offers a different opportunity for students to explore the
multiplicity of ways that photography and related media can be used as a vehi-
cle for expression and communication. Visual research, group critiques, field
trips, studio and laboratory practice and critical readings are used. Workshops
may be taught as a theme class or on an individual basis to provide students
with critical feedback on projects. Recent theme classes include: Digital Media
Cafe, Web Seminar, Electronic Arts Seminar, and Imaging the Self. Credit 4/class

2066-760   Photo Workshop for Teachers
A graduate course in the principles and practices of photography designed
especially for the high school or community college teacher, counselor, or
adviser, who may be involved in instruction or career guidance in photography
or film/video. Both black-and-white and color photography are presented and
applied in actual picture-making experiences. Both the aesthetic and the techni-
cal aspects of photography are stressed. Teaching methods, course development
and ideas in visual communications are examined. Teaching technique relevant
to the instruction of photography will be stressed. Career opportunities in pho-
tography will be explored. Credit 6 (not offered every year)

2066-762   Dadaism, Surrealism & Photography
This seminar examines the work of a group of artists, known as the Dadaists,
who rejected the social order and values that produced World War I. The stu-
dent will, in turn, explore surrealism, the art movement that moved beyond the
"destructive program of Dada" and replaced it with a more creative approach
to human values and life. Lec 3, Credit 3

2066-763   Beyond the Family Album
Beyond the Family Album is a fine art photography course which balances the
production of original art work with primary and secondary research, within an
intensive critique and seminar format. The narrative of the conventional family
album will be a core subject for discussion and study. The concept of 'album'
will go beyond the conventional book form to embrace photographic imagery,
installation, text, digital forms, and the use of family mementos.
Interdisciplinary critical readings and visual art projects concerning issues of
identity, and representation of family life in the public and private sphere will
form the underpinnings of primary research, against which visual and written
projects will be produced. Graduate students will create an original body of art-
work on the topic and contribute written and visual material to a class research
archive. (Prerequisite: MFA or permission) Lec 1, Res 1, Crit 2, Credit 4

2066-764   Minor White Seminar
A study of the photography and philosophy of Minor White and his contribu-
tion to photographic publications, photographic education and photography as
an art form. Credit 3 (not offered every year)

2066-765   Photography Extensions
Strip photography, slit/scan photography and stroboscopy are used to probe
and artistically manipulate spatial and temporal dimensions in order to create
unseen poetic expressions of a space/time continuum. Perceptual principles
and technical problems associated with the production and exhibition of such
images are studied. Credit 4

2066-768   Conservation Procedures
The principles of photographic conservation and archival practice in a museum
context will be presented through lecture, practical demonstration and field vis-
its to local museums. Included are the methods for examining photographs, sta-
bilizing them and restoring them. Special emphasis will be given to proper tech-
niques for display and storage of photographs, together with instruction on
how to gain access to information and materials pertinent to those activities.
Credit 4

2066-770   Photography in the Desert Southwest
An extended workshop for students to photograph and travel in the Four
Corners region of the American Southwest with an instructor leading a camp-
ing tour through New Mexico, Utah, Colorado and Arizona. Federal and state
campgrounds are used exclusively. Students participate in day trips and hikes
or make their own daily itinerary. No darkroom facilities are available during
the trip. Maps and reading assignments introduce students to the geology, cli-
mate, history and cultures of the Southwest. (Basic photography experience)
Credit 3-9

2066-771   Graduate Seminar
Graduate Seminar is designed to engage students in dialog with guest speakers
and faculty on their professional work. Each class involves a professional pre-
sentation by a different speaker to be followed by discussion. Activities that fos-
ter the emerging career of the artist are stressed. Credit 2

2066-772   Teaching Photography
A graduate course concerned with the art and craft of teaching photography in
formal and informal settings and in accordance with accepted learning princi-
ples. Credit 4 (not offered every year)

2066-774 Landscape as Photo

This seminar surveys the major artistic, mythological, political and economic issues influencing the development and use of landscape photography in America from the 1840s to the 1990s. The student will be introduced to a diverse group of historical and contemporary image makers. (No prerequisite; open as an elective pending enrollment by majors) **Credit** 3

2066-775 Early Photo Processes

This is a non-laboratory technical course that surveys the structure and deterioration mechanisms of major historical photographic processes. It examines the technical basis of preservation strategies within a museum archive, and presents **an** approach to preservation that is integral with collection management and curatorial function (No prerequisites). **Class 3, Credit 3**

2066-778 Modernism: Photography, Art & Culture

Modernism is a term used to describe how life in Europe and America from the 1880's to the 1960's was transformed by 20th century science, technology, and principles of practices of art and culture through the past century. Students will study how pioneers Picasso and Duchamp abandoned the conventions of their perspective and construction of the figure then replaced these traditions with new methods of representation. (No prerequisites) **Class** 3, **Credit** 3

2066-781, 782, 783 Alternative Processes

An advanced course in the production and presentation of still or moving images using historical and contemporary visual imaging processes. Emphasis is on extending the students' experience in image making by incorporating alternatives to conventional photography into their work. Processes to be covered include various light sensitive emulsions, and the production of the visual book. Credit 4

2066-786, 787, 788 Contemporary Issues

A study of current issues relevant to fine art photography and related media, how they relate to broader historical/cultural issues and how they might suggest future directions. Emphasis is placed on the integration of critical theoretical discourses and studio practice. **Credit 2**

2066-791 Photography Preservation I

Introduction to the basic philosophy, ethics, concerns and methods of conservation. This course will cover the various materials, sources of supply, workshop design, examination methods, documentation style, monitoring systems, utilized in the protection of photographs. **Lec 4, Lab 1, Credit 4**

2066-792 Photography Preservation II

Introduction to the tools, materials and methods of providing intimate protection for photographs through proper mounting housing and stabilization intervention. Special focus is given to the development of practical skills in protective housing construction utilized in display and storage. **Lec** 3, **Lab** 2, Credit 4

2066-793 Chemistry: Photography Deterioration

Introduction to the environmental factors and underlying chemical mechanisms that cause photographs to stain, fade, or otherwise deteriorate while in storage or on exhibition. Students will use actual samples in laboratory sessions to illustrate the forms of deterioration, learn about heat, light, humidity, pollution, and their effects on photographs. Emphasis will be placed on determining appropriate storage conditions for photographs of various types. **Lec 4, Lab 1, Credit 4**

2066-799 Independent Study

Learning experiences not provided by formal course structure may be obtained through the use of an independent study contract. **Credit 1-12**

2066-841, 842, 843 Research Seminar

The seminar serves as a planning stage and forum for preparing the research thesis proposal and for an ongoing critique and discussion of the research in progress. Additionally this course will review the thesis process, provide guidelines and resources for thesis preparation and presentation of the written thesis research paper. Over the course of the quarter the research proposal will be completed and submitted to thesis advisors for critique and approval. Credit 2

2066-890 Research & Thesis

The thesis is designed and proposed by the candidate to a committee of graduate faculty. It is considered his or her culminating experience in the program, involving the development of independent research leading to new work. There are three components to the thesis: the thesis exhibition, the thesis paper and the public defense. The defense is a defense of both the paper and the exhibit. **Credit 1-12**

School of Print Media

2080-707 Estimating & Analyzing—Graphic Arts Systems

Course content covers the application of information from other management and technical courses to comprehensive situations in estimating. Its aim is to provide the student with an understanding of the relationships between estimation, pricing and the supply and demand forces which occur in the marketplace and to expose students to several printing specialties so they may appreciate the various cost advantages and disadvantages involved in the use of particular technologies. Class sessions include lectures, discussions, labs and project presentations by students. In addition to normal reading assignments, the student will be required to prepare and deliver an oral report or a written term paper on a topic related to an estimating, pricing, time study, or some other cost-related problem of special interest to the student. **Class 4,** Credit **4**

2080-712 Operations Management in Graphic Arts

Designed to give the student a broad perspective of the many topics related to managing a printing facility. Topics include an examination of the systems approach to production management, the use of statistics and other quantitative techniques in methods and decision analysis, the cost-volume-price relationship in printing production and the effect of organizational structure on decision-making, line-staff relationships and management personnel. **Class 4, Credit 4**

2080-717 Markets for Print & Graphic Media

This course focuses on understanding the traditional and emerging markets within the graphic media industry. Additionally, attention is given to the environmental and economic factors associated with a printing company's strategic direction. The learned concepts are applied to graphic media business situations. A core part of this course is the student's participation in an actual company project where recommendations for new marketing approaches and initiatives will be developed and presented to a panel consisting of the company's key decision makers. **Class 4, Credit 4**

2080-840 Project Design I

Weekly lectures provide the fundamental theory of the research and the theoretical constructs for the project design. Students will apply the theory to the selection of their project topic and methodology. Students will complete a review of relevant literature, select a suitable project topic, research methodology and advisor by the end of the quarter. **Lec 2, Credit 2**
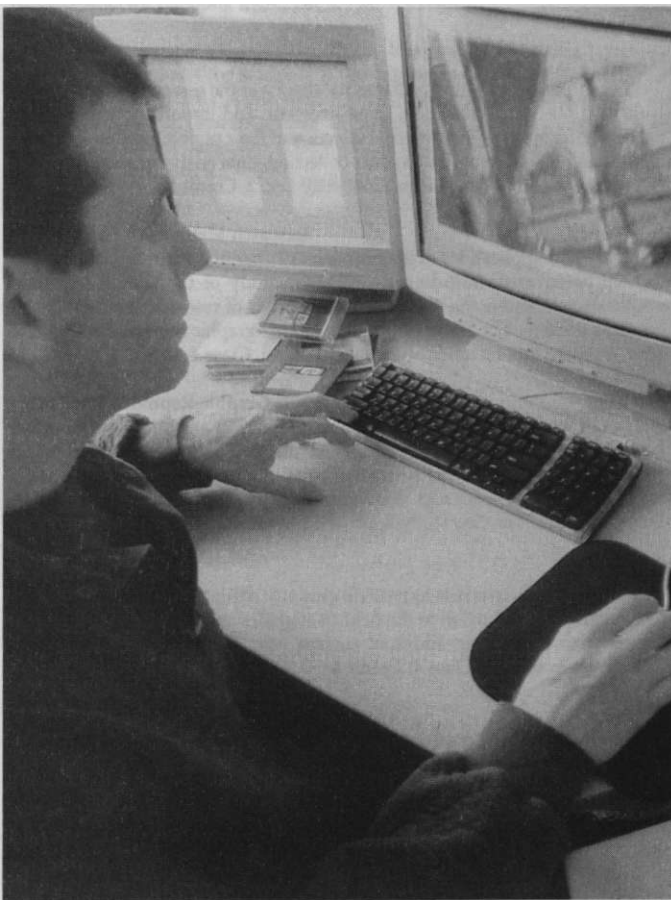
2080-841 Project Design II

Weekly lectures provide the fundamental theory of the research project design, especially, the data collection, measurement and reporting components. Students will apply the theory to the selection of their project topic and methodology. Students will complete the data collection, data analysis and final project writing by the end of the quarter. (2080-840) Lec. 2, Credit 2

2081-701 Research Methods in Graphic Arts

The theory and applications of the principles of scientific research in the graphic arts will be covered, including a systematic study of the scientific method, hypothesis generation, the nature of theory, types of research, research design and measurement. The study of problems in the graphic arts includes ink and paper, reproduction methods and quality control. Class 4, Credit 4

2081-702 Graphic Reproduction Theory

Analysis of the basic theories of graphic reproduction and study of the principles underlying prevalent and proposed printing processes; special topics include present and proposed systems of printing based on electrostatics; lasers; study of hybrid systems and the significance and application of interdisciplinary methods. The case study approach is used. Class 4, Credit 4

2081-703 Statistical Inference

The purpose of this course is to provide graduate students in the School of Print Media with an introduction to the field of statistics and its application to graduate research projects. In addition, current uses of statistics in the printing industry are examined. Class 4, Credit 4

2081-709 Trends in Print Technology

An examination of the environmental and social forces that have affected the development of printing technology to the present time, as well as those forces, present and predicted, that will affect the state of printing technology in the future. Class 4, Credit 4

2081-711 Tone & Color Analysis

This course addresses principles and practices of color measurement for color matching and color image rendering in graphic arts imaging. Emphases are placed on the analyses and rendering of spot colors and pictorial images with the use of ICC-based color management systems. Topics include densitometry, CIE colorimetry, color management systems, graphic arts technology standards, and process control. There are lab assignments on color measurement and tone and color analyses. A self-directed project is required. The instruction is a combination of lectures (live and video-taped), demonstrations, discussions of lab assignments, and, when appropriate, guest speakers. Lec 3, Lab 3, Credit 4

2081-716 Graduate Materials & Processes I

This course presents a multidimensional model for comparisons of all major print reproduction processes and evaluation of their suitability for any given application. Students will learn the basic theory of image reproduction embodied in available analog and digital printing processes and learn to identify the process origins of print samples. They also will learn which consumables are involved in the various processes. Students will need to complete a final project. Lec. 4, Lab 2, Credit 4

2081-717 Graduate Materials & Processes II

This course presents a multidimensional model for comparisons of all major print reproduction processes. Students will develop a sophisticated understanding of the capabilities and suitable applications for each process. A press run for some of the processes will be carried out. The same test targets and images will be used for each run. Students will see how to prepare the files for the different presses. An introduction to image quality will show students how substrates, inks, toners, and presses/printers interact and how the final prints can be evaluated. Students will need to complete a final project. (Materials and Processes I) Lec. 4, Lab 2, Credit 4

2081-722 Ink Color & Substrates

A study of the physics of light and color, basic color theory, color measurements and color systems. Included are applications of color theory to the graphic arts. The chemistry and physics of ink and substrates and their interaction are covered. Emphasis is given to the problem of ink, color and substrates in each printing process. Class 4, Credit 4

2081-723 Contemporary Publishing

An overview of contemporary book, magazine and newspaper publishing with emphasis on comparative editorial, production, circulation and marketing strategies. Advantages and disadvantages of the various kinds of publishing are discussed relevant to meeting the needs of society. Cost structures of the various publishing industries are explored, as are strategies of new acquisitions. Class 3, Credit 4

2081-730 History of the Book

The "book" or codex, in manuscript and printed form, has served for over a thousand years as the principal record of human imagination and achievement. This course will begin with a discussion of early methods of preservation of information but will concentrate on post-15th century developments in the techniques and technology of printing and illustrating books. An important printer will be selected from each century (beginning with the 15th and concluding with the 20th) and thoroughly discussed, including an analysis of the cultural and technological influences, which shaped the products of his press, as well as those of his contemporaries. Class 2, Credit 2

2081-733 History & Technology of 20th Century Fine Printing

A follow-up course to History of the Book (2081-730) in which students will explore the growth of the private press movement in Europe and America and its influence on commercial printing. The course will begin with a survey of the seminal English private presses of the late 19th century and conclude with an examination of the England Collection of modern American private presses. Particular emphasis will be given to the technological and philosophical aspects of private press printing, including a comparison of the perceived aesthetics of the hand press vs. the machine press. (2081-730) Class 3, Credit 3

2081-737 Book Production

The many-faceted role of production is explored in the examination of the publishing cycle from manuscript to bound books. Emphasis is placed on an understanding of the production and editorial systems and the interaction between them. Production and cost requirements for composition, printing, binding and distribution for trade books, textbooks, journals and special editions are thoroughly discussed. Class 3, Credit 3

2081-741   **Color Image Process Systems**

This course gives students a solid understanding of the concepts and techniques that result in high quality image capture, image processing and image rendering. The fundamentals of color reproduction are emphasized as students gain a better understanding of the variables in production workflows that impact image quality. Image analysis, tone and color reproduction and color workflow strategies for print media publishing are discussed. Students take a pragmatic approach to color imaging through assignments for specific production requirements. Projects allow students to research and apply methods and techniques for specific publishing requirements and imaging workflows. **Class 3, Lab 3, Credit 4**

2081-742   **Document Processing Languages**

This course will introduce the student to the concepts underlying modern document processing systems. Students will be evaluated by examination and will be required to complete a term research project. **Class 4, Credit 4**

2081-743   **Markets for Electronic Publications**

An examination of the various product and market segments of the electronic publishing industry from corporate, commercial and vendor viewpoints, along with the effects of market forces upon the various segments. Course conducted by lecture and discussion. **Class 4,** Credit **4**

2081-761   **Introduction to Multimedia Publishing**

This basic course introduces students to the various concepts, tools, and techniques of multimedia publishing. It includes an overview of applications, plus an introduction to various programs for creating and producing presentations. A basic introduction to scripting and program development will be presented. Projects will be assigned regularly, and will be presented in the form of problems to be solved by the student using tools and instructions provided by the instructor. **Class 3, Lab 3, Credit 4**

2081-785   **Creative Print Finishing**

The first part of the course gives the student an unusual opportunity to gain a better understanding of the structures, methods, materials and tools available to create attention-getting printed pieces. The second part of the course covers electronic publishing and printing, including an introduction to on-demand printing and custom book technologies. On-demand items must be processed into an attractive, marketable form, whether it is a single volume or small edition. Creative binding capabilities combined with electronic printing offer a competitive advantage that conventionally printed books cannot provide. **(2081-775) Class 3, Lab 3, Credit 4**

2081-840   **Research Projects**

Individual research projects in which independent data are collected by the student, followed by analysis and evaluation. A comprehensive written report is required. Consent of advisor is required. **Credit variable 1-4**

2081-890   **Thesis**

An experimental survey of a problem area in the graphic arts. Credit 4

Printing Graduate Foundation Courses

2082-207   **Design Parameters: Graphic Media**

Students will take a pragmatic approach to graphic design and production by building on their skills and knowledge from Typography & Design and Digital Image Capture to develop projects for specific production processes. The fundamentals of media development and design will be emphasized for students to gain a better understanding of the variables implicit in production workflows. Production planning, tone reproduction, and color workflows will be discussed for e-media and print media publishing. Projects will allow students to optimize their work for specific publishing requirements as well as to optimize images and workflows for repurposing documents. (2082-211,2082-221) **Lec 3, Lab** 2, **Credit 4**

2082-208   **Digital Workflow**

This course will allow students to develop a more cohesive understanding of digital workflow and the underlying responsibilities and decisions in preparing files for publishing. It will present real-world applications of digital workflows and include preflighting, font management; file compression, raster and vector file requirements, PDF workflow, networking and telecommunications, and advanced trends. It will provide students with the opportunity to develop critical thinking and problem-solving skills when dealing with workflows that link design/creative and production/publishing of a workflow in a cross-media environment. (2082-207) **Lec 3, Lab** 2, **Credit 4**

2082-211   **Application of Typography & Design**

This course is designed to introduce students to the typographic and design fundamentals that need to be considered for the creation of documents in print and electronic form. Students will learn the language of information formatting and develop documents utilizing typographic standards and pragmatic design. Publishing projects involve collaboration between creative, production, and marketing personnel. This course will sensitize students to the creative aspects of the process. Lec **3, Lab 2,** Credit **4**

2082-221   **Digital Image Capture**

Students will capture images with film, digital cameras, digital video cameras (still capture), and scanners for reproduction and distribution. The course will cover all aspects of image capture: origination factors, resolution, bit-depth, measured photography, image processing, and basic color theory. Students will develop a sensitivity to the role of images in publishing and the production requirements for handling them. **Lec 3, Lab 2, Credit 4**

2082-227   **Document Publishing Languages**

This course introduces the students to the languages of new media publishing: PostScript, PDF, HTML, SGML, and XML. Through lecture and projects, students will gain an understanding of page description languages (PDLs), portable document language (PDF) structure and work-flows, SGML and HTML, and XML. **Lec 4, Credit 4**

College of Liberal Arts
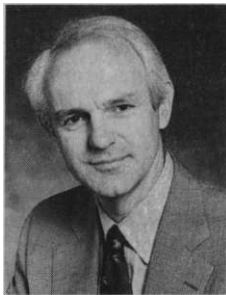
Andrew M. T. Moore, Dean

The College of Liberal Arts offers master of science degrees in the following areas: school psychology, public policy and communication and media technologies.

The master of science degree in communication and media technologies prepares students not only to analyze and anticipate communication problems but also to create and implement solutions to these problems. These objectives are achieved through a curriculum that combines advanced courses in communication theory, research and audiences, law and ethics, and courses in professional or applied technologies.

Graduates of the master of science degree in public policy will be well grounded in qualitative and quantitative theories and methodologies and in sound ethical principles. The curriculum is designed to provide the students with the skills to collect, organize, and analyze relevant science and technology policy data.

The (specialist level) master of science degree and advanced certificate in school psychology is designed for graduate students who desire a career focusing on the psychological evaluation of, and intervention for, children in school settings. Students who complete the two-year

PROGRAMS

MASTER OF SCIENCE

Communication and Media
Technologies
Public Policy
School Psychology

ADVANCED CERTIFICATES AVAILABLE IN:

School Psychology
School Psychology and
Deafness

academic program and the 1,200-hour full-year internship have excellent placement opportunities as psychologists who evaluate and counsel children in school and agency settings.

In addition, a joint program offered with RIT's National Technical Institute for the Deaf allows students to complete the specialist degree in school psychology and an advanced graduate certificate in school psychology and deafness in a three-year period, including two summer sessions. That program is described on page 114.

These elective graduate courses complement the professional emphasis of the degree programs by exploring the broader human knowledge and social implications embodied in these areas of study. By providing this humanistic perspective, these courses play an integral role in professional education, making a direct and distinct contribution to the student's preparation for a specialized career.

The college provides a number of graduate courses that serve as electives for some of the master's degree programs offered by other colleges at RIT.

Master of Science Degree in Communication & Media Technologies

Rudolph R. Pugliese, *Graduate Coordinator*
585-475-2639

Communication and the technologies for message creation and dissemination are at the center of dramatic economic, social, and cultural changes occurring as a result of technological development and global connectedness. The master of science in communication and media technologies (CMT) is an interdisciplinary advanced program of study combining liberal arts courses in communication with course work in an applied or professional program. CMT graduates will be adept at the analysis of communication problems, the development of solutions, and the creation of messages as a result of their combined training in the social sciences, humanities, and applied technologies.

Communication courses rooted in the humanities and social sciences provide students the opportunity to gain broad, historical understanding of issues in communication, including ethical, legal, and social dimensions. Additional courses give students advanced guidance in the creation of written and visual

message content. Courses in applied technologies or professional programs provide opportunities for implementation and application. The required thesis combines knowledge, practice, original research, and application under the guidance of a Graduate Advisement Committee.

CMT graduates are prepared for careers as communication experts in such venues as commerce, industry, education, entertainment, and government as well as for graduate work toward a doctoral degree.

Admission requirements

Applications for admission are accepted for all four academic quarters, but most full-time students begin their program of study in the fall. Admission to the program is based on the following criteria:
- Graduate application
- Successful completion of the baccalaureate degree at an accredited college or university accompanied by official transcripts
- Cumulative undergraduate grade point average of 3.0 or above (on a 4.0 scale)
- Minimum score of 1500 on the Graduate Record Examination
- Minimum TOEFL score of 600 for speakers of English as a second language
- Three letters of reference from academic advisers, major professors, and/or supervisors or managers
- Submission of a writing portfolio

All credentials must be submitted and reviewed before the student completes 16 quarter credit hours of graduate work in the program.

Degree requirements

Earning the communication and media technologies degree requires completion of a minimum of 45 quarter credit hours of graduate course work, distributed as follows: four required communication courses (16 quarter credit hours) plus three or four communication electives (12-16 quarter credit hours) offered by the Department of Communication; three or four courses (12-16 quarter credit hours) in applied professional or technical course work from one of RIT's other colleges; and five to nine thesis/project credit hours earned in the department of communication. A full-time CMT student will create a Graduate Advisement Committee by the end of the first quarter of study; the committee will be comprised of at least one faculty

member from the department of communication and one faculty member from an appropriate applied technical program from another RIT college. The committee advises and guides the student's elective course selection and course sequencing. With the guidance and approval of the Graduate Advising Committee, students design and conduct a thesis/research project appropriate to their course of study and to their career goals.

Required Communication courses (16 credits)

		Credits
0535-701	History of Media Technologies & Industries	4
0535-702	Communication Theory & Audiences	4
0535-703	Research Methods in Communication	4
0535-704	Communications Law & Ethics	4
0535-800	Project/Thesis	5-9

Communication electives (12-16 credits)

Students are required to select three communication electives from the choices below; a fourth elective is optional. History of Media Technologies and Industries, and Communication Theory and Audiences, are prerequisites for all communication electives.

0535-705	Electronic Communication & Society	4
0535-706	Crafting the Message	4
0535-707	International Media	4
0535-708	Teaching & Training Technologies	4
0535-709	Public Relations & Advertising	4
0535-710	Visual Communication	4
0535-749	Special Topics in Communication	4

Applied professional or technical courses (12-16 credits)

Students are required to select three applied professional or technical courses from the choices below; a fourth applied or technical course is optional.

College of Imaging Arts and Sciences

2081-709	Trends in Printing Technology	4
2081-723	Contemporary Publishing	3
2081-742	Document Processing Languages	4

College of Computing and Information Sciences

4002-718	Current Themes in Information Technology	4
4002-733	Fundamentals of Telecommunications	4
4002-741	Fundamentals of Web-Based Multimedia	4

College of Business

0105-761	Marketing Concepts	4
0105-766	International Marketing	4
0105-767	Marketing Communications	4
0105-772	Marketing on the Internet	4
0102-740	Organizational Behavior and Leadership	4
0102-741	Leading Change in a Quality Organization	4
0102-742	Introduction to Technology Management	4
0102-762	Managing New Process & Product Development	4

Master's thesis/project

A thesis or project is required of all CMT students. The thesis/project topic should complement the student's academic graduate interests and scholarly training. Topic selection and method(s) for implementing the thesis/project occur in consultation with the student's Graduate Advisement Committee.

Financial aid

Financial assistance, including alternative loan programs and federal and state programs, may be available through the RIT Financial Aid Office (585-475-2186; 585-475-6909 TTY). Graduate assistantships and Kern Professor research assistantships are available on a competitive basis; contact the department of communication (585-475-6649) for more information.

Proposed plan of study

FALL QUARTER

History of Media Technologies and Industries
Communication Theory and Audiences
Communication Elective *or* Applied Professional/Technical course

Graduate students wishing to work with the deaf community find RIT a unique place, with specialized programs that include an advanced graduate certificate in school psychology and deafness.

WINTER QUARTER
Research Methods in Communication
Communication Elective
Communication Elective *or* Applied
  Professional/Technical course

SPRING QUARTER
Communications Law and Ethics
Communication Elective
Communication Elective *or* Applied
Professional/Technical course

SUMMER QUARTER
Communication Elective *or* Applied
Professional/Technical course
Thesis/Project

Graduate Faculty
Department of Communication

Brace A. Austin, BA, Rider College; MS,
Illinois State University; Ph.D., Temple
University—Professor, Communication
Susan Barnes, BFA, Pratt Institute; MFA,
Ph.D., New York University—Associate
Professor, Communication
Grant C. Cos, BA, University of
Massachusetts; MA, Emerson College; Ph.D.,
Kent State University—Assistant Professor,
Communication
Diane S. **Hope,** BS, State University of New
York College at Brockport; MS, Ph.D., State
University of New York at Buffalo—Professor,
Communication
Keith B. Jenkins, BA, University of Arkansas;
MA, Ph.D., Florida State University—
Assistant Professor, Communication
David R. Neumann, BA, Ithaca College; MA,
Ph.D., Bowling Green State University—
Professor, Communication
Rudolph R. Pugliese, BA, State University of
New York College at Oneonta; MA, State
University of New York College at Brockport;
Ph.D., Temple University—Associate
Professor, Communication
Patrick M. Scanlon, BA, State University of
New York at Albany; Ph.D., University of
Rochester—Associate Professor,
Communication

Master of Science Degree in
Public Policy

James J. Wincbrake, Program Chair
Public Policy, 585–475–5291

Public policy in the College of Liberal
Arts is a broadly based unique technology
-liberal arts-science program. Program
graduates will make significant contri-
butions in industry, at federal, state and
local levels of government, and in the
private not-for-profit sector.

   The master of science in public policy
emphasizes education in science and
technology, interdisciplinarity, and inte-
gration of qualitative and quantitative
analytical skills, plus a solid grounding
in liberal arts. The program includes
qualitative and quantitative theories and
methodologies as well as ethical and
democratic principles, so that graduates
can work effectively to collect, organize,

and analyze relevant science and tech-
nology policy data. The master of sci-
ence degree is considered the terminal
degree for a professional career in
public policy.

   Each master's student will have one
or more interdisciplinary specializations
and will be able, therefore, to under-
stand and analyze policy issues from
multiple perspectives. As we have come
to understand the world as increasingly
systemically global, the need for policy
analysts who are able to see beyond
their specialization is now well recog-
nized. This need can be seen in such
areas as environmental policy, informa-
tion and communication policy, and in
the impact economic and technological
globalization has on a wide range of
domestic policies.

Admission requirements

Two options are available to students
interested in a master of science degree
in public policy at RIT.

   Students may enter the program from
the public policy bachelor of science pro-
gram and earn a combined BS/MS in
five years. (For admission requirements
to the BS program, consult the
Undergraduate Bulletin or visit the RIT
undergraduate Admissions Web site at
www.rit.edu/~960www/admin.)

   To be admitted into the graduate por-
tion of the BS/MS track, a student must
meet the following criteria:
• Completion of all requirements of the
  first two years of the BS curriculum
• A GPA of at least 3.0
   During spring quarter of their third
year, undergraduate students who have
chosen the BS/MS combined degree pro-
gram will be officially admitted into the
MS program based on having met the
requirements detailed above.

   The following admission requirements
are for students wishing to enter the
master of science program from other
RIT programs or from outside the
Institute.
• Successful completion of the bacca-
  laureate degree at an accredited
  college or university
• Minimum 3.0 grade point average
  (GPA) overall
• Two writing samples
• Calculus required; data analysis
  recommended
• Two formal letters of reference
• Minimum TOEFL of 570 for students
  who do not speak English as their
  native language
• All applicable requirements listed in
  the Graduate Bulletin

Degree requirements
A minimum of 48 quarter credit hours is
required for completion of the master of
science in public policy.

   The BS/MS student may obtain 12
quarter credit hours of graduate work in
the fourth year of the curriculum. These
courses will be selected from the policy
electives with the consent of the adviser
and the instructor. Thus, it is expected
that the BS/MS student would need to
take only 36 hours in the fifth year.

   Students transferring into the MS pro-
gram from other BS degree programs at
RIT or from outside the Institute will be
required to complete the third year
sequence (Policy Analysis **I**, II, **III)** or
demonstrate that they have equivalent
skills for completion of the degree. The
12 credits will be counted toward the
students' minimum requirement of 48
quarter credit hours. This means that
they could complete the degree in one
calendar year (working throughout the
summer quarter).

   The graduate curriculum has a
required three-course sequence: Readings
in Public Policy, Advanced Theory and
Methods in Policy Analysis, and Evalua-
tion Research. These required courses
focus in particular upon developing a
high level of quantitative and qualitative
policy analysis skills. In addition, students
will choose seven policy courses within
their area of specialization from the
courses listed below or work through
independent study with appropriate fac-
ulty on specific policy areas. Students are
also required to successfully complete a
master's thesis.

BS/MS Curriculum (Fourth Year)

FALL	CREDITS
Liberal Arts Concentration or Minor	4
Policy Track Course	4
Free Elective	4
Policy Elective (MS)	4*
Policy Colloquium	0
Total Credits	**16**

WINTER	
Liberal Arts Concentration or Minor	4
Policy Track Course	4
Free Elective	4
Policy Elective (MS)	4*
Policy Colloquium	0
Total Credits	**16**

*Students who are continuing through the MS degree
may take up to 12 quarter credit hours for graduate
credit. The courses will be selected with the consent of
both the adviser and the instructor.*

SPRING
Liberal Arts Concentration
   or Minor 4
Senior Seminar 2
Policy Track Course 4
Public Policy Senior Project 4
Policy Elective (MS) 4*
Policy Colloquium 0
      Total Credits **18**

SUMMER CO-OP

Master of Science in Public Policy

Course Sequence

FALL	CREDITS
Seminar: Readings in Public Policy	4
Policy Courses	12
Policy Colloquium	0
Total Credits	**16**

WINTER
Seminar: Advanced Theory
& Methods in Policy Analysis 4
Policy Courses 8
Thesis Research 4
Policy Colloquium 0
      Total Credits **16**

SPRING
Seminar: Evaluation Research 4
Policy Courses 8
Thesis Research 4
Policy Colloquium 0
      Total Credits **16**

Public Policy Analysis Sequence (Policy Analysis I-III) (12 credits)
(For course descriptions, consult the *Undergraduate Bulletin* or visit the public policy Web page at www.rit.edu/~690www/LA)

Students entering the MS program from other degree programs or from outside RIT must complete this sequence to avoid the randomness of many attempts at interdisciplinarity. This sequence provides students with a context in which to integrate the various disciplinary dimensions of the program. These courses are essential to achieving the overall learning objectives of the program, which include a more holistic, integrative educational experience. By meeting this programmatic goal, graduates will be able to take a systematic approach to the understanding of policy decision making and analysis.

*Students who are continuing through the MS degree may take up to 12 quarter credit hours for graduate credit. The courses will be selected with the consent of both the adviser and the instructor.

Public policy courses

The student may choose, with counsel from their adviser, seven courses from the following list. There are no disciplinary distribution requirements.

Information & Communications Policy
0535-710 The Media Industry (College of Liberal Arts, Communication)
0535-711 International Media (College of Liberal Arts, Communication)
0535-712 Visual Communications (College of Liberal Arts, Communication)
1010-772 Intellectual Property Rights (College of Science)
0101-730 Business Law I (College of Business)
0101-731 Business Law II (College of Business)
0102-740 Organizational Behavior & Leadership (College of Business)
0102-742 Introduction to Technology Management (College of Business)
0602-855 Telecommunication Policy & Standards (College of Applied Science & Technology, Telecommunications Technology)
0602-873 Information Technology & Strategic Opportunity (College of Computing & Information Sciences, Information Technology)
0602-717 Information Integration (College of Computing & Information Sciences, Information Technology)
0106-750 Information Technology Hardware & Software (College of Business, Management of Information Systems)
0106-755 Information Systems Management (College of Business, Management of Information Systems)

Environmental Policy
0607-752 The Legal Environment (College of Applied Science & Technology, Packaging)
0607-731 Advanced Packaging Economics (College of Applied Science & Technology, Packaging)
0630-750 Environmental Health & Safety Management (College of Applied Science & Technology, Environmental, Health & Safety Management)
0630-770 Risk Assessment Management & Communication (College of Applied Science & Technology, Environmental, Health& Safety Management)
0630-780 Legal & Regulatory Issues (College of Applied Science & Technology, Environmental, Health & Safety Management)

Science, Technology Policy/Method
0508-704 Science, Technology Policy Seminar (College of Liberal Arts, Science, Technology & Society)
0307-867 Decision Making with Bayesian Methods (College of Engineering, Applied Statistics)
0307-871 Applied Survey Design & Analysis (College of Engineering, Applied Statistics)
0106-755 Information Systems Management (College of Business)
0101-730 Business Law I (College of Business)
0515-702 Global Policy (College of Liberal Arts, Sociology)
0515-703 Appropriate Technology (College of Liberal Arts, Sociology)

Graduate Faculty Public Policy

James J. Winebrake, BS, Lafayette College; MS, Massachusetts Institute of Technology; Ph.D., University of Pennsylvania—Department Chair; Associate Professor, Public Policy
Franz Foltz, BS, MS, Pennsylvania State University; Ph.D., Rensselaer Polytechnic Institute—Assistant Professor, Science, Technology, and Society
M. Ann Howard, BS, Cornell University; JD, Rutgers University—Associate Professor, Public Policy/Science, Technology, and Society
Murli M. Sinha, AB, Bihar University, India; MA Patna University, India; MA, City College of City University of New York; Ph.D., Cornell University—Professor, Sociology

Master of Science Degree in School Psychology

Advanced Graduate Certificate in School Psychology

Scott P. Merydith, *Program Chair, School Psychology,   585-475-6701*

The College of Liberal Arts offers a nationally accredited graduate program leading to the master of science degree and advanced certificate in school psychology. The program prepares students for provisional certification as school psychologists in New York State. It is designed to provide students with a strong background in psychological foundations and to develop their professional skills and competencies in counseling, evaluation and consultation.

School psychologists work with young children (birth to age five); elementary, junior high and high school students; teachers and administrators; parents;

and professionals. They offer services that lead to the amelioration of existing student difficulties, and they attempt to prevent school problems. Through diagnostic testing, counseling, consultation, and intervention, school psychologists help students deal with learning and behavioral difficulties and help improve students' adjustment to school and community.

Admission requirements

Admission to the program is based on the following criteria:

- Successful completion of the baccalaureate degree at an accredited college or university
- An undergraduate cumulative grade point average of 3.0 or above
- Completion of at least 18 semester hours (27 quarter hours) in behavioral sciences with a grade of B or above
- Prerequisite undergraduate courses:
  General Psychology
  Elementary Statistics
  Child or Developmental Psychology
  Abnormal Psychology
- Minimum Graduate Record Examination (GRE) scores:
  Verbal—550
  Quantitative—500
  Analytic Reasoning—500
  Foreign students—minimum TOEFL score of 580
- Evidence of professional commitment and potential for developing effective relationships with children, youth and adults:
  Letters of reference
  Student essay about goals and related experience
- An individual interview

All credentials must be submitted and reviewed before the student completes 12 quarter credit hours of graduate work in the program. Applications are due by March 1. Later applications will be reviewed on a space-available basis.

Course numbers and titles	Credits
Required Psychological Foundation and Professional Courses	**20**
0514-701 Advanced Developmental Psychology	4
0514-702 Psychology of Teaching/ Learning	4
0514-723 Developmental Psychopathology	4
0514-739 Children & Trauma	4
0515-701 Cultural Diversity in Education	4
Required Statistics and Research Methodology	**11**
0514-728 Inferential Statistics I	2
0514-759 Research Methods I	2
0514-890 Thesis OR	
0514-891 Project	3
(1 per quarter for 3 quarters)	
0514-810 Research Methods II	2
0514-811 Inferential Statistics II	2

Required Specialized Courses	**44**
0514-724 Interpersonal Intervention Skills	4
0514-726 Psychoeducational Assessment I	4
0514-730 Seminar—Professional & Legal Issues	4
0514-731 Psychoeducational Assessment II	4
0514-732 Psychoeducational Assessment III	4
0514-733 Applied Behavioral Analysis	4
0514-734 Linking Assessment to Intervention	4
0514-742 Biological Basis of Behavior	4
0514-744 Advanced Counseling	4
0514-745 Alternative Assessment Techniques	4
0514-749 Advanced Consultation	4
0514-744 Advanced Counseling	4
Required Field Experience	**21**
0514-712- Practicum I, II, III, IV,	
717 V & VI	12
0514-777 Internship I, II & III	9
Total quarter credit hours	96

"Indicates elective

Proposed plan of study
First year
FALL QUARTER
Psychoeducational Assessment I
Interpersonal Intervention Skills
Applied Behavioral Analysis
Practicum I

WINTER QUARTER
Psychoeducational Assessment II
Advanced Consultation
Advanced Development Psychology
Practicum II

SPRING QUARTER
Psychoeducational Assessment III
Advanced Counseling
Developmental Psychopathology
Practicum III

Second year
FALL QUARTER
Linking Assessment to Intervention
Alternative Assessment Techniques
Research Methods I
Inferential Statistics I
Practicum IV

WINTER QUARTER
Biological Basis of Behavior
Psychology of Teaching/Learning
Research Methods II
Inferential Statistics II
Practicum V

SPRING QUARTER
Cultural Diversity in Education
Children and Trauma
Seminar—Professional & Legal Issues
Practicum VI
Project/Thesis
   (1 credit hour continuation)

Third year
FALL QUARTER
Internship I
Project/Thesis
   (1 credit hour registration continuation)

WINTER QUARTER
Internship II
Project/Thesis
   (1 credit hour registration continuation)

SPRING QUARTER
Internship III

Degree requirements

A minimum of 96 quarter credit hours is required for completion of the program. Before registering for the internship, students must pass a portfolio review. A cumulative grade point average of 3.0 or above is required.

Advanced Graduate Certificate in School Psychology and Deafness Option

The College of Liberal Arts, in collaboration with the National Technical Institute for the Deaf (NTID), offers an advanced certificate in school psychology and deafness. This program option has two different tracks that provide specialized training in providing appropriate psychological services to deaf and hard-of-hearing learners. Some students elect to earn the advanced graduate certificate in school psychology and deafness. Certified school psychologists, in contrast, are offered the opportunity to return to school on a part-time basis, without career interruption, to take only the specialized courses. In addition to course work offered by the school psychology program, students in this advanced certificate program take two courses offered by NTID's teacher preparation program, the master of science in secondary education of students who are deaf or hard of hearing (MSSE).

This program is designed for school psychologists who will work with deaf and hard-of-hearing children and youth. It is one of only two programs nationwide that merges the school psychology and deafness specialization for practicing school psychologists.

The curriculum is designed to prepare school psychologists to work effectively with deaf and hard-of-hearing students. Courses emphasize the cultural context of the development of these children and youth and the interactions occurring among the child and the family, the school, the hearing and the deaf communities, and the legal system. The course work focuses on an interdisciplinary, ecological perspective of deafness.

Admission requirements

Tentative admission decisions are made at the time of matriculation into the specialist level school psychology program. Formal admission decisions are made at the end of the first year. Preference will be given to students with experience and/or expressed interest in working with deaf and hearing-impaired learners.

Program prerequisites

Course titles	Cr. hrs.
YEAR ONE	
Fall Quarter	
ASL I or ASL II	4
Winter Quarter	
ASL II or ASL III	4
Developmental Issues with Deaf and Hard-of-Hearing Learners (instead of Advanced Development Psychology)	4
Spring Quarter	
ASL III or ASL IV	
YEAR TWO	
Fall Quarter	
Deaf Students: Educational & Cultural Diversity (MSSE course)	4
ASL in the Workplace	2
Psychoeducational Assessment and Planning for Hearing, Deaf, and Hard-of-Hearing Students Practicum IV	4
Winter Quarter	
Sign Language Development	2
Practicum V	2
Spring Quarter	
Sign Language Development	2
Counseling & Consultation Process with Deaf and Hard-of-Hearing Learners	4
YEAR THREE	

One quarter of internship in a setting providing services to deaf and hard-of-hearing learners

Project/thesis on topic related to school psychology and deafness

Advanced certificate requirements
• Successful completion of the specialist degree in school psychology and deafness
• Completion of course work with a cumulative average of B or better and a B or better in both assessment/ educational planning courses
• Demonstrated proficiency in sign language communication at the Intermediate Plus skill level (as assessed by the Sign Communication Proficiency Index, classroom performance, and observations in applied settings)

Graduate Faculty

School Psychology

Brian Barry, BA, St. John Fisher College; MSSc, Ph.D., Syracuse University—Associate Professor, Psychology
Virginia K. Costenbader, BA, Dickinson College; MS, Ph.D., Syracuse University—Professor, Psychology
Jennifer Lukomski, BA, Williams College; MA, Gallaudet University; Ph.D., University of Arizona—Assistant Professor, Psychology
Paul McCabe, BA, University of Rochester; MA, Ph.D., Hofstra University—Assistant Professor, Psychology
Scott P. Merydith, BA, M.Ed., Ph.D., Kent State University—Associate Professor, Psychology
Murli M. Sinha, AB, Bihar University, India; MA, Patna University, India; MA, City College of City University of New York; Ph.D., Cornell University—Professor, Sociology

Humanities

Frank Annunziata, AB, Manhattan College; MA, City College of the City University of New York; Ph.D., Ohio State University—Professor, History
Bruce A. Austin, BA, Rider College; MS, Illinois State University; Ph.D., Temple University—Professor, Communication
Charles D. Collins, AB, Rutgers University; MA, Ph.D., University of Iowa—Professor, Fine Arts
Rebecca O. Edwards, BA, College of the Holy Cross; Ph.D., University of Rochester-Assistant Professor
Timothy H. Engstrom, BA, MA, Ph.D., University of Edinburgh, Scotland—Professor
Tina Lent, BA, MA, University of California at Los Angeles; Ph.D., University of Rochester—Associate Professor, Fine Arts
David B. Suits, BA, Purdue University; MA, Ph.D., University of Waterloo—Assistant Professor, Philosophy
Houghton Wetherald, BA, Brown University; MA, Oberlin College—Professor, Fine Arts

Note: Prerequisites are within parentheses at the end of the course description.

Liberal Arts Elective Courses

0505-702   Film History & Criticism
This course examines the historical development of film as an art and the differing interpretations of its meaning, traced through major films by important directors. Emphasis will be placed on the varying critical methodologies by which films can be analyzed. Class 4, Credit 4 (offered occasionally)

0505-703   American Architecture
An examination of American architecture from the 17th century to the present designed for the graduate level of study. Emphasis will be placed on American building art in the late 19th and 20th centuries. Class 4, Credit 4 (offered occasionally)

0505-705   Theories of Aesthetics
A course for the art-oriented graduate student centering on the student's search for a supportable and reliable basis for making value judgments about works of art as well as introducing the student to major concepts in aesthetics. Class 4 Credit 4 (offered occasionally)

0505-707   Cubism to the Present
Cubism as a way of seeing and as an expression of 20th century thinking. Differences and similarities with art forms of earlier eras and other cultures will be discussed. Class 4, Credit 4 (offered on sufficient demand)

0505-711   20th Century American Art
An investigation of American art from the Civil War to the present. Emphasis will be placed on the visual arts but many references will be made to music and architecture. Class 4, Credit 4 (offered occasionally)

0505-712   Arts & Crafts in Tribal Society
A study of the function of primitive art and the techniques of its production, including the use of clay, stone, fibers, bark, wood, bronze, gold, etc. Hair styling, body painting and scarification also will be discussed. Class 4, Credit 4 (offered occasionally)

0505-713   Contemporary Issues in Art
This course offers the graduate art student the opportunity to investigate those aspects of 20th century art that question the very nature of art and the role of the artist in today's and tomorrow's society. Class 4, Credit 4 (offered occasionally)

0505-714   Art: Vision & Concept
Though the course will develop chronologically from the medieval period to the present, emphasis will be placed on a close analysis of (1) selected works of art, including paintings, sculpture and architecture, and (2) the development of the unique oeuvre of selected artists. Topics chosen for study will be limited in number but treated in depth. Topical choices will be based on richness and import of the formal and/or conceptual content embodied therein. Some background in the history of art is helpful but not necessary. Class 4, Credit 4 (offered occasionally)

0505-715   Picasso
The impact of Picasso and his circle on 20th century art. Their affinities with modern scientific and philosophical attitudes also will be discussed. Class 4, Credit 4 (offered occasionally)

0505-716   Rembrandt
A detailed analysis of the art and times of the baroque master. Emphasis will be placed on the development of his style and technique, on his and other artists' relationship to their society and to the character of the baroque outlook. Class 4, Credit 4 (offered occasionally)

0505-717   Topics in Music History
This course is a study of various aspects of music in different historical environments with emphasis on analogies between music and the other fine arts. Class 4, Credit 4 (offered occasionally)

0505-721   Oriental Art: China & Japan
A seminar exploring the philosophical and cultural perspectives underlying traditional Asian art as a prelude to examining selected topics in Chinese and Japanese art. Emphasis will be placed on the application of research techniques and critical methods of an individual selected area of interest that may serve as a foundation for continuing study. Class 4, Credit 4 (offered occasionally)

0505-722   Oriental Art: India & Asia
A seminar exploring the philosophical and cultural perspectives underlying traditional Asian art as a prelude to examining selected topics in Indian and Southeast Asian art. Emphasis will be placed on the application of research techniques and critical methods of an individually selected area of interest that may serve as a foundation for continuing study. **Class 4, Credit 4 (Offered occasionally)**

0505-723   Art & Politics
The purpose of the course is to familiarize the student with the relationships that can exist between the art world and society. Fundamental questions concerning the social/political role of the artist (questions that are often overlooked in most curriculums) will be investigated. Questions dealing with public funding of the arts, the ideologic/political nature of art education, the function of art as a catalyst for political change, and other questions will be examined. Class **4**, Credit **4** (offered occasionally)

0505-724   Women & Visual Arts
Examines the image of women in the visual arts and the role of women as image makers. Major topics include the variety of images of women, the evolution and change of these images over time, media images (as differentiated from fine art images) of women, images of women by women and by men, women's images and the issues of their relationship to the images made by men, the nude and pornography, history of women artists, selected women artists and their work, relation of their work to the art of the period, current issues and status of women artists. Class **4**, Credit **4**

0507-701   History of American Educational Thought
A historical analysis of change and continuity in American educational history from colonial through contemporary America. Special emphasis will be given to the development of the field of deaf education in the United States. Lectures, seminar discussions and readings offer comprehensive coverage of the salient intellectual themes of American educational history. **Class 4, Credit 4 (offered annually)**

0509-705   Philosophy of Art & Aesthetics
The four-hour meetings of this seminar are based largely on discussions, and participation of all students is required. Familiarity with some philosophy and with the general history of 20th-century western art is helpful. The questions discussed are philosophical questions about art and aesthetic experience: Can art be defined? What is the relationship between art and beauty, art and truth, art and knowledge, art and judgment, art and politics, art and interpretation, art and contemporary philosophical theory? Readings will cover a wide range of philosophical reflection, from its early roots in Plato to the contemporary postmodern. **Class 4, Credit 4 (offered annually)**

0509-706   Philosophy of Mind
An investigation into concepts concerning mental experience. The basic question is "What is consciousness?" The question hides some presuppositions and raises many further questions. Can we be conscious of consciousness? What does it mean to be conscious? Is there a mind-brain identity? Can we describe mental experiences in non-mentalistic terms? Can computers think? It will be the business of this course to explore these and other related questions and to see what progress has been made in attempting to answer them. **Class 3, Credit 4 (offered annually)**

School Psychology

0514-701   Advanced Developmental Psychology
This course will cover the major theoretical approaches to the understanding of human development. Areas of study will include, but not be limited to, cognitive development, language development, development of personality, social development and moral development. (See admission requirements for prerequisites or receive permission of instructor.) **Class 4, Credit 4 (offered annually)**

0514-702   Psychology of Teaching & Learning
This course is designed to furnish students with an understanding of the basic psychological processes underlying the educational process, and to apply them to concrete situations that may arise for persons who teach. Instructional and remedial techniques are reviewed. (See requirements for admission for prerequisites or receive permission of professor.) **Class 4, Credit 4 (offered annually)**

0514-712   Practicum I
The practica serve as a bridge from theory and research to the professional prac-
tice of school psychology. They allow the student to become familiar with the
organization and operation of schools. A weekly classroom seminar will be pro-
vided in addition to a placement in a school setting. The practica experiences are
a major part of the preparation for the field placement/internship. (Matriculation
in the school psychology program) Class 2, Credit 2/qtr.

0514-713   Practicum II
The practica serve as a bridge from theory and research to the professional prac-
tice of school psychology. They allow the student to become familiar with the
organization and operation of schools. A weekly classroom seminar will be pro-
vided in addition to a placement in a school setting. The practica experiences are
a major part of the preparation for the field placement/internship. (Matricula-
tion in the school psychology program) Class 2, Credit 2/qtr.

0514-714   Practicum III
The practica serve as a bridge from theory and research to the professional prac-
tice of school psychology. They allow the student to become familiar with the
organization and operation of schools. A weekly classroom seminar will be pro-
vided in addition to a placement in a school setting. The practica experiences are
a major part of the preparation for the field placement/internship. (Matricula-
tion in the school psychology program) Class 2, Credit 2/qtr.

0514-715   Practicum IV
The practica serve as a bridge from theory and research to the professional prac-
tice of school psychology. They allow the student to become familiar with the
organization and operation of schools. A weekly classroom seminar will be pro-
vided in addition to a placement in a school setting. The practica experiences are
a major part of the preparation for the field placement/internship. (Matricula-
tion in the school psychology program) Class 2, Credit 2/qtr.

0514-716   Practicum V
The practica serve as a bridge from theory and research to the professional prac-
tice of school psychology. They allow the student to become familiar with the
organization and operation of schools. A weekly classroom seminar will be pro-
vided in addition to a placement in a school setting. The practica experiences are
a major part of the preparation for the field placement/internship. (Matricula-
tion in the school psychology program) Class 2, Credit 2/qtr.

0514-717   Practicum VI
The practica serve as a bridge from theory and research to the professional prac-
tice of school psychology. They allow the student to become familiar with the
organization and operation of schools. A weekly classroom seminar will be pro-
vided in addition to a placement in a school setting. The practica experiences are
a major part of the preparation for the field placement/internship. (Matricula-
tion in the school psychology program) Class 2, Credit 2/qtr.

0514-723   Developmental Psychopathology
This course focuses on maladaptive behavior of children and youth. Models of
deviant behavior are presented, with attention to physiological, learned and
environmental bases of behavior. Assessment and treatment approaches are dis-
cussed. (See requirements for admission for prerequisites or receive permission
of instructor.) Class 4, Credit 4

0514-724   Interpersonal Intervention Skills
This course will concentrate on the development of individual counseling and
consultation skills for the school psychologist. Students will acquire an under-
standing of the basic models and stages of the counseling and consultation
processes. This is an introduction to both these subject areas. Skills will be further
developed in advanced counseling and advanced consultations. Throughout this
class, emphasis will be on building fundamental skills (e.g., attending, empathy,
probing) and on helping clients/consultees identify and clarify problem situa-
tions. In both counseling and consultation there will be an emphasis on collabo-
rative problem solving. Extensive laboratory work will involve role play.
Readings will focus on pertinent skills and approaches. The readings and class-
room and laboratory activities have been designed to ensure that the students will
not view counseling and consultation as haphazard processes but as systematic
ones that involve effective listening, problem identification, decision making and
problem-solving skills. (GBSP majors or instructor permission) Class 4, Credit 4

0514-726   Psychoeducational Assessment I
This introductory course in a series of assessment courses will study assessment
generally, types of tests and their uses, strengths and weaknesses of specific
instruments, principles of reliability and validity, scales and norms. Students
will acquire an understanding of the quantitative and qualitative aspects of
measurement. There will be extensive laboratory experience with a variety of
instruments which measure academic achievement and sensory-motor percep-
tion. Emphasis will be placed on the clinical use of tests in schools and other set-
tings. (Matriculation in the school psychology program or permission of
instructor) Class 4, Credit 4

0514-728   Inferential Statistics I
This course will train students in understanding and using inferential statistical
concepts. Special attention will be placed upon use of computer applications,
conceptual understanding of statistical tests, proper selection of statistical test,
and proper interpretation and reporting of results. Topics include a brief review
of descriptive statistics, confidence intervals, hypothesis testing, power, effect
size, one-sample z and t tests, two-sample t tests, and one-way ANOVA. (See
requirements for course admission for prerequisites or receive permission of
instructor.) Class 4, Credit 2

0514-730   Seminar in Professional & Legal Issues
Historic foundations and current critical professional issues, roles and functions
of the school psychologist are emphasized in the course. Legal and ethical issues
that bear on the role of the psychologist in the school are considered. (Matricula-
tion in the school psychology program plus 32 quarter credit hours successfully
completed in the program or permission of instructor) Class 4, Credit 4

0514-731   Psychoeducational Assessment II
This course concentrates on development of theory and applied skills in intel-
lectual assessment. Students learn to select and administer individual intelli-
gence tests, to interpret results, to form test-based recommendations for inter-
vention, and to provide written and oral reports. Assessment of persons who
are culturally different or disabled is emphasized. (0514-726 and matriculation
in school psychology program) Class 4, Credit 4

0514-732   Psychoeducational Assessment III
This course uses interview, behavioral observation, rating scales and projective
measures for assessment of child and adolescent personality and adaptive
behavior. Students gain experience administering, interpreting and reporting
results of measures currently used in the practice of psychology in the schools.
(Matriculation in the school psychology program plus 0514-726 and 0514-731 or
permission of instructor) Class 4, Credit 4

0514-733   Applied Behavioral Analysis
This course offers training in the behavioral assessment of students in educa-
tional settings. Students apply various techniques for recording and analyzing
behavior and programs for behavior management. (Matriculation in the school
psychology program or permission of instructor) Class 4, Credit 4

0514-734   Psychology Education Assessment IV
This is an applied course in the diagnostic evaluation of exceptional children
and adolescents. Students select, administer, and integrate test data, and report
results and recommendations for intervention to parents, teachers, and to mul-
tidisciplinary evaluation teams. An overview of relevant information on theory
of exceptionality and current status of diagnosis and treatment of exceptional
children and adolescents is provided. (0514-726,0514-731,0514-732 and matric-
ulation in the school psychology program) Class 4, Credit 4

0514-742   Biological Basis of Behavior
This course is designed to review the neurophysiological and neuropsycholog-
ical bases of behavior as it pertains to developmental disorders. Students will
identify functional neuroanatomy, neuroimaging techniques, and various neu-
rological and neuropsychological disorders. Students will apply findings and
research to contemporary problems and issues facing school psychologists.
Class 4, Credit 4

0514-744   Advanced Counseling
This course focuses on the development of counseling skills used with children
and adolescents in individual and group settings. Students are given the oppor-
tunity to integrate theory, research, and processes relative to individual and group
work. Treatment plans are developed. Techniques for facilitating group counsel-
ing are emphasized. Crisis intervention is reviewed. (0514-724) Class 4, Credit 4

0514-745   **Alternative Assessment Techniques**
The prime focus of this course is on the assessment of academic problems in the classroom with special emphasis on the collection of data that allow the planning of interventions. Students will learn alternative direct methods of academic or behavioral assessment for both performance and skill deficits. Alternative assessment techniques include curriculum based assessment, curriculum based measurement, and analogue assessment. Emphasis will be on the integration of these assessment techniques, collaborative problem solving, systematic observation, the principles of applied behavior analysis and the psychology of learning for the purposes of intervention development. (0514-726, 731, 732, 733,749 or permission of instructor) **Class** 4, **Credit** 4

0514-749   **Advanced Consultation**
This course will concentrate on the development of consultation skills for the school psychologist. Students will acquire an understanding of the basic models of consultation and the stages in the consultation process. Emphasis is on the collaborative problem solving process where the skills of problem identification and analysis will be honed. Extensive laboratory work will involve observations of trained consultants, role-play and first-hand experiences through case consultation. Readings focus on pertinent research in school-based consultation. (Matriculation in the school psychology program plus 0514-724 or permission of instructor) **Class** 4, **Credit** 4

0514-752   **Children and Trauma**
This course examines the nature, incidence, demographic distribution, sequelae and appropriate treatment of trauma in children's lives. After defining trauma, it explores how experiences such as parental or sibling death, serious illness or injury, familial alcoholism, emotional, physical and sexual abuse, divorce or parental abandonment, community violence and natural disasters affect children. **Class 4, Credit 4**

0514-759   **Research Methods I**
This course explores various types of research methods as well as important methodological issues and concepts. Methodologies studied include experimentation, quasi-experimentation, participant observation, archival methods, content analysis, surveys, interviews, and simulations. Methodological issues covered include philosophical paradigms, research ethics, reliability, threats to internal validity, external validity, demand characteristics, the volunteer subject problem, issues in sampling, and realism. Students will read original and contemporary works on research methodologies, as well as examples of such methodologies, and will write weekly summaries, applications, and criticisms. Course activities rely heavily on seminar-style discussions and presentations. (Matriculation in the school psychology program or permission of instructor) **Class 4, Credit 2**

0514-810   **Research Methods II**
This course assists graduate students in the school psychology program in beginning their masters' theses or projects. Students will write a thesis/project proposal and give a presentation of this proposal. The proposal will consist of an abstract, a preliminary introduction that includes a literature review, a proposed methods (for thesis students) section, or description of activities (project students) section, a proposed data analysis (thesis students) or product summary/outline (project students) section, a preliminary discussion section, a reference section, and appendices (if applicable). The proposal will be presented at the end of the term. Course activities will consist of library research, thesis/project planning, and writing under the (typically group) supervision of the instructor. **Class 4, Credit 2**

0514-811   **Inferential Statistics II**
This course will train students in understanding and using inferential statistical concepts. Special attention will be placed upon use of computer applications, conceptual understanding of statistical tests, proper selection of statistical tests, and proper interpretation and reporting of results. Topics include two-way ANOVA, repeated measures ANOVA, MANOVA, correlation, simple regression, reliability analysis, and non-parametric statistics. **Class 4, Credit 2**

0514-812   **Psychoeducational Assessment & Educational Planning II**
This course will examine the assessment of the following areas of functioning for deaf and hard-of-hearing children and adolescents: communication, academic, cognitive, personality, and interpersonal. Assessment and educational planning for a student will be viewed from an ecological perspective including the family, the school, the community, the support services, and the legal systems. Attention will be given to preparing and communicating psychological report data and developing individual educational plans. Class 3 hours/day, 5 days/week for 6 weeks. (0514-766) **Credit 2**

0514-890   **Thesis**
Students will register for this course under the thesis option in school psychology. The thesis option will be available to students only with the prior written approval of program faculty. Students must make clear their intent to enroll in the thesis option during the quarter prior to registration. Students will submit a proposal to a faculty member who agrees to serve as the student's committee chair. The proposal will describe the basic research question to be investigated and how the student will gain access to subjects. Proposals will be reviewed by the program faculty who will give permission to register for thesis credit. **Credit 1/ quarter, 3 quarters**

0514-891   **Project**
This course is used to fulfill the project requirement under the non-thesis option in school psychology. The project may take the form of an original program designed to meet the needs of a specific school related population or a paper on some important or controversial topic. The candidate must obtain prior approval before registering for this course. A formal written paper and oral presentation of the project are required. **Credit 1/quarter, 3 quarters**

0515-701   **Cultural Diversity in Education**
The aim of the course is to understand the historical and structural origins of the present schooling system in the United States. The functions of schools, from an ideological as well as technical viewpoint, will be analyzed. In addition, different forms of school organizations will be compared, as in the public vs. private dimensions. The functionalist theoretical approach will be presented as well as the conflict perspective to frame the discussion and analysis of opposing sociological system of thought. The role of education in promoting or inhibiting socio-economic mobility will also be analyzed. The course attempts to understand how role expectations are actually carried within the school system and how its different actors react to technical as well as value constraints. (See requirements for admission for prerequisites or permission of instructor.) **Class 4, Credit 4**

Advanced Graduate Certificate in School Psychology and Deafness

0514-760   **Sign Language I**
This course provides an introduction to language and addresses the linguistic description of language and language learning features of American Sign Language (ASL). Topics include history of ASL, grammatical features of ASL, and an introduction to the various sign language systems. Offered during the summer 6 hrs/day, 5 days/week. **Credit 6**

0514-761   **Sign Language II**
This course expands the functions and grammar of ASL **I** as well as introduces a variety of new communicative functions which will allow for everyday interactions with deaf people. Students will analyze ASL in its social/cultural context. This course is the second of a three-course sequence but may be taken separately. (ASL I or equivalent) **Class 3, Credit 3**

0514-762   **Introduction to the Deaf Learner**
This course introduces more complex communicative functions and grammatical structures which allow for interactions with deaf people. Students will analyze ASL in a linguistic context and be introduced to ASL literature. This course is the third of a three-course sequence but may be taken separately. (ASL **II** or equivalent) **Class 3, Credit 3**

0514-764   **Developmental Issues & Deaf Learning**
This course examines the development of language, cognitive and psychosocial skills in deaf and hard-of-hearing children. Current research in these areas will be critically reviewed and analyzed. Careful attention will be given to understanding the social-cultural contexts of the child and the implications for psychosocial, language and cognitive development and educational planning. The cultural, deficit, compensation and ecological perspectives on deaf and hard-of-hearing children's development will be compared and contrasted. The role of the school psychologist as a consultant on psychosocial, language, and cognitive developmental issues will be discussed. (Matriculation in the school psychology and deafness program or permission of the instructor.) **Class 4, Credit 4**

0514-766 Psychoeducational Assessment and Educational Planning I
This course will examine the assessment of the following areas of functioning for deaf and hard of hearing children and adolescents: communication, academic, cognitive, personality, and interpersonal. Assessment and educational planning for a student will be viewed from an ecological perspective including the family, the school, the community, the support services and the legal systems. Attention will be given to preparing and communicating psychological report data and developing individual educational plans. Class 3 hours/day, 5 days/week for 6 weeks. Credit 6

0514-769 Counseling & Consultation Processes
This course will concentrate on the development of counseling and consultation skills for the psychologist working with deaf and hard of hearing children and youth in the schools. Students will learn and practice basic skills, methods and techniques for providing remedial and preventive counseling with deaf and hard of hearing individuals. Counseling and consultation will be experienced within the context of the family, school, community, support services, legal and mental health systems. Special attention will be given to ethical and legal issues surrounding the provision of counseling and consultation services to meet the needs of deaf and hard of hearing individuals. Class 3 hours/day, 5 days/week for 6 weeks. Credit 6

0514-777 Internship School Psychology I, II, III
Through direct, supervised 1,200-hour internship experience, the student will practice the various professional roles of a school psychologist in an educational setting. Competency in carrying out these tasks in an ethical and professional manner will be developed as preparation for employment. (Matriculation in the School Psychology Program plus satisfactory completion of 84 hours in graduate program and qualifying examination.) Class 3, Credit 3/qtr.

0514-780 Sign Language Development I
During the fall and winter quarters in the second year of the program, students are required to participate in sign language development courses/activities that are recommended by the ASL curriculum advisor and written up as independent study contracts. These courses and activities are designed on an individual basis according to the students' particular skill development needs. Students' progress are monitored throughout the quarters with feedback shared during regular meetings with the ASL curriculum advisor. Two credits per quarter are given upon successful completion of the individualized skill development plan. Class 4, Credit 2

0514-781 Sign Language Development II
During the fall and winter quarters in the second year of the program, students are required to participate in sign language development courses/activities that are recommended by the ASL curriculum advisor and written up as independent study contracts. These courses and activities are designed on an individual basis according to the students' particular skill development needs. Students' progress are monitored throughout the quarters with feedback shared during regular meetings with the ASL curriculum advisoh Class 4, Credit 2

0514-799 Independent Study
A student may register for a graduate independent study project subject to the approval of the director of the student's graduate program, the faculty sponsor, the school psychology graduate committee and the dean of the College of Liberal Arts. Because of the iength of the approval process, students who desire to take independent study should make arrangements several weeks before the quarter begins. An independent study project enables the interested student and his or her faculty sponsor to coordinate their efforts on subjects and topics that range beyond the normal sequence of the graduate course selection. Credit variable

Public Policy

0521-700 Readings-Public Policy
An in-depth inquiry into key contemporary public policy issues with an emphasis on environmental policy and information and communications technology policy. (Matriculation in the Public Policy master's program or permission of the instructor) Class 4, Credit 4

0521-701 Seminar: Advanced Theory & Methods in Policy Analysis
This course will cover the major theoretical and applied analytical methods and techniques in both quantitative and qualitative analysis. An emphasis will be placed on integrating empirical and normative concerns. (Data analysis, econometrics, and qualitative data analysis are prerequisites. Matriculation in the Public Policy master's program or permission of the instructor is required.) Class 4, Credit 4

0521-702   **Seminar Evaluation Research**
The focus of this course is on empirical evaluations of program outcomes. Students will explore the questions and methodologies associated with meeting programmatic outcomes, secondary or unanticipated effects, and an analysis of alternative means for achieving program outcomes. Critique of evaluation research methodologies will also be considered. (Data analysis, econometrics, and qualitative data analysis are prerequisites. Matriculation in the Public Policy master's program or permission of the instructor is required.) Class 4, Credit 4

0521-703   **Thesis Research**
The master's thesis in public policy requires the student to select a thesis topic, advisor and committee; prepare a written thesis proposal for approval by the faculty; present and defend the thesis before a thesis committee; and submit a bound copy of the thesis to the library and to the program chair. (Matriculation in the Public Policy master's program, satisfactory completion of Policy Analysis I-III, and satisfactory completion of a minimum of 16 graduate credits are required.) Class 4, Credit 8

Communication & Media Technology

0535-700   **Film & Society**
An inquiry concerning the relationship between motion pictures and society that will use historical, humanistic, and social science research to achieve an understanding of movies as a social force, industry and art form. **Class** 4, **Credit** 4 **(offered occasionally)**

0535-701   **History Media Technology**
This course introduces students to the history of media technologies, the industries that evolved out of them, and the audiences that were constructed. The course includes, but is not limited to, print, broadcast, film, recording and digital media. Laws, regulations and ethics of communication media along with their effect on and relationships with people and culture will be discussed. Class 4, Credit 4

0535-702   **Communication Theory & Audiences**
This course focuses on theories of communication as they relate to technology. Theories based in both the humanities and in the social sciences that explain or predict the effects of communication technology on audiences will be presented. Opportunity for application of theory in field research is available. Class 4, Credit 4

0535-703   **Research Methods in Communication**
An introduction to and overview of the methods and ethics of scholarly communication research including quantitative and qualitative approaches. The course focuses on methods of locating, critically analyzing and conducting communication research, and leads to the development of a research proposal suitable for a thesis or project. (0535-701, 702) **Class** 4, **Credit** 4

0535-704   **Communication Law & Ethics**
This course focuses on issues presented by communication technologies to the practice of law and study of standards of ethics. Legal challenges presented by communication technologies are examined in the following contexts: intellectual property, technology rights, patents, privacy and information networks, access to information, defamation, indecency, obscenity and pornography. Special attention is paid to the difficulty of applying national laws to international media. Class 4, Credit 4

0535-705   **Electronic Communication in Society**
An inquiry about the internet and how it exerts a powerful influence on communicative practices and society. Positioned at the intersection of technology, identity, and culture, the internet has altered the ways in which people communicate in a wide range of contexts, including education, marketing, civic discourse, politics and popular culture. Utilizing theories about the relationship between communication technology and culture, this course will explore the current and potential future impact of electronic communication is social settings. Class 4, Credit 4

0535-706   **Crafting the Message**
This course will focus on the creation of written and visual messages appropriate to a targeted audience and a specific medium including print, broadcast, interactive, digital and on-line technologies. Case studies of effective and unsuccessful messages from advertising, politics, public service, education, entertainment and development will be examined. Students will have the opportunity to create and execute a variety of messages using various writing styles and images, and with varying purposes. (0535-701, 702) **Class** 4, **Credit** 4

0535-707   **International Media**
This course will evaluate media technology use in the international setting and in various countries and regions of the world. Major theories about the media, UNESCO communication developments, and governmental challenges and restrictions are considered. Comparative and cross-cultural studies of the uses and effects of media technologies within various countries with special focus on global implications of Web and computer technologies on international cooperation, trade, and culture will be explored. (0535-701, 702) **Class** 4, **Credit** 4

0535-708   **Teaching & Training in Technology**
The ways we teach, train, and learn are increasingly assisted and influenced by various communication technologies. This course focuses on education and training strategies using various communication technologies with particular emphasis on developing teaching and training materials from a learner perspective. (0535-701,702) **Class** 4, **Credit** 4

0535-709   **Public Relation & Advertising**
This course is a competency-based study of the practices in public relations and advertising. Topics include identification of publics and selection of media, planning and evaluating campaigns, designing promotional materials, as well as employee, member, community and media relations. Special attention will be paid to online advertising including the creation, measurement, accounting and targeting of Internet advertisements, interstitials, the use of buttons, e-mail, sponsorships, interactive advertising, and consumer tracking. (0535-701, 702) **Class** 4, **Credit** 4

0535-710   **Visual Communication**
This course focuses on the use of still or moving images in mediated communication. Examples from print, television, internet, photography and film will be examined in light of traditional and emerging media. Rhetoric of image based technologies is examined. Graduate students will be required to complete advanced work beyond the undergraduate assignments. **Class** 4, **Credit** 4

0535-749   **Special Topics: Communication**
This course is a focused, in-depth study and analysis of a selected advanced topic in communication and associated issues. Specific topics vary according to faculty assigned and are published when the course is offered. This course is an elective for Communication & Media Technology majors. **Class** 4, **Credit** 4

0535-800   **Communication Thesis and Project**
The graduate thesis/project will be guided and approved by the student's graduate advisement committee. Students may elect to conduct original research reported in a graduate thesis or to apply theory and research in an applied project. A minimum of 5 credits and no more than 9 credits can be earned as thesis/project credits.

College of Science

Ian Gatley, Dean

The College of Science offers a unique complement of graduate programs with curricula designed with sufficient flexibility to prepare the graduate for direct entry into a career in the profession or for further study toward a more advanced graduate degree in a chosen discipline. The scheduling of courses allows the student to complete all requirements for each degree program on a full-time or part-time basis.

Whether the focus is on the foundations of matter, on applications of mathematics, on the role of the chemist in the health care environment, on the specialized properties of advanced materials or on the science and technology of advanced imaging systems, the College of Science graduate faculty join an outstanding group of students to furnish a valuable and integrated understanding of today's clinical, industrial and research problems.

PROGRAMS

MASTER OF SCIENCE DEGREES IN:

Chemistry
Clinical Chemistry
Color Science
Imaging Science
Industrial and Applied
Mathematics
Materials Science and
Engineering (offered
jointly with the College of
Engineering)

DOCTOR OF PHILOSOPHY DEGREE IN:

Imaging Science

Online learning option available

Master of Science in Chemistry

Terence C. Morrill, *Department Head, Chemistry   585-475-2497*
tcmsch@rit.edu

James Worman, *Chair, Chemistry Graduate Committee   585-475-2545*
jjwsch@rit.edu

The master of science degree in chemistry is offered on either a part-time or full-time basis. The program options are designed to fill the needs of both the practicing chemist in the greater Rochester industrial community and the full-time graduate student.

Objectives

The objectives of the program are, through course work and research experience, to increase both the breadth and depth of the graduate student's background and to provide an opportunity for the student to attack scientific problems on his or her own initiative with a minimum of supervision.

Various program options are available to cover the diverse needs of graduate chemists. Program concentrations in such important areas as polymer chemistry, microelectronics, materials science, biochemistry, and environmental chemistry are possible.
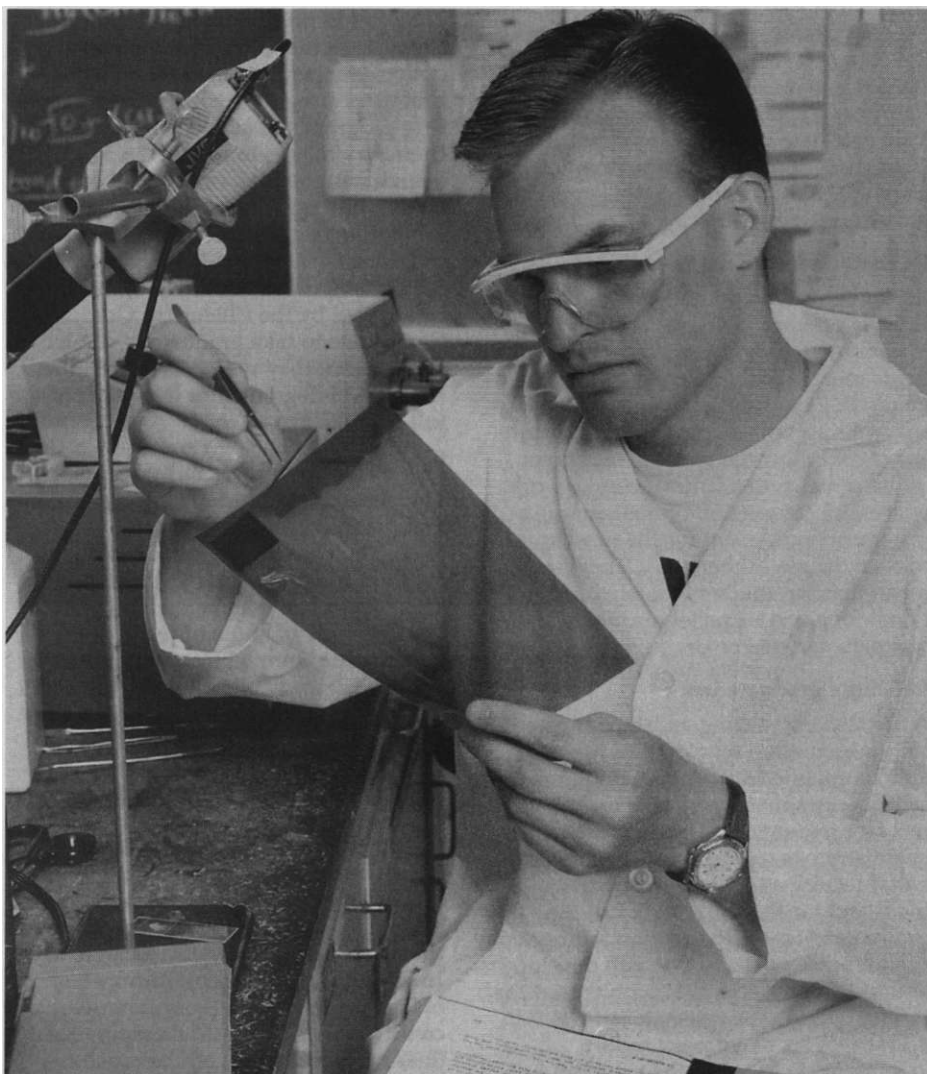
Graduate science programs seek to encourage the breadth and depth of students' educations while encouraging creative thinking.

Admission

Admission to the program will be granted to qualified graduates who are holders of a bachelor's degree in chemistry from an accredited college or university. An applicant with a bachelor's degree in another scientific discipline and the equivalent of a full year's course in each of analytical chemistry, organic chemistry, physical chemistry, physics and calculus will be considered for admission.

The admission decision will be based on: 1) college transcripts; 2) GRE scores (chemistry exam is recommended); and 3) letters of reference. It is strongly recommended that students visit RIT as a supplement to the normal application process.

An applicant with a bachelor's degree from an approved undergraduate school and the background necessary for specific courses is permitted to take graduate courses as a nonmatriculated student. Courses taken for credit can usually be applied toward the master's degree if the student is formally admitted to the graduate program at a later date. However, the number of credits that will be transferred to the degree program from courses taken at RIT as a nonmatriculated student will be limited to a maximum of nine credits.

Any applicant who wishes to register for a graduate course as a nonmatriculated student must obtain permission from the chair of the graduate program plus the course instructor.

English language requirement

All students who do not speak English as their primary language are required to submit TOEFL scores. All foreign students must take the Michigan Test, given by the RIT English Language Center. If a student's score is below standard, he or she must follow the recommendations of the center for additional course work. Successful completion of this work is a program requirement for the master of science degree in chemistry. This may mean that the student will need additional time and financial resources to complete the degree program.

Full-time graduate work

A number of teaching assistantships and tuition-remission scholarships are available to qualified students to undertake full-time graduate work that includes research experience. The department of chemistry has research and teaching oriented faculty as well as excellent equipment and facilities to enable full-time graduate students to carry on a program of independent study that will develop ability to attack scientific problems at the research level. The research can result in either a thesis or a project report.

Students enrolled in the program full time are expected to complete 45 credit hours of course work, including up to 21 credit hours of research leading to the submission of an independent research thesis. A full-time student normally takes six to nine graduate credits per quarter, including thesis work. Typically, all requirements are met within two years.

No more than eight credit hours of research are allowed for students working on a project report.

Part-time study

The department of chemistry encourages practicing chemists in the greater Rochester industrial community to pursue a program toward the master of science degree in chemistry without interrupting their employment. Consequently, most of the courses in the graduate program in chemistry are scheduled in the late afternoon or early evening.

Students employed full time normally take one course each quarter. Part-time students in the program are not required to complete a research thesis; the course work can be completed within four to five years.

Five-year combined BS/MS programs

The BS/MS program combines the BS chemistry, environmental chemistry option, biochemistry, and the BS polymer chemistry programs with the MS chemistry program and allows undergraduate chemistry majors to acquire an MS degree with only one extra year of study. Undergraduate majors are considered for entrance into the BS/MS combined program as early as their third year. Students in the combined program will be advised by the Chemistry Graduate Committee to take graduate-level electives so that they will receive both the BS and MS degrees after five years of full-time study.

External research credit

The department of chemistry recognizes that the in-plant experience of a number of chemists employed in local industry includes independent, creative research. This experience may be applied, to a maximum of 16 hours of research credit, towards the completion of the master of science degree in chemistry on either a full- or part-time basis.

Cooperative education option

The cooperative education option (1010-999) accommodates students at the master's level who have or are able to obtain industrial employment. Quarters of work can be interspersed with quarters of full-time academic work. If industrial employment permits research, up to 16 of the 45 required credits may be obtained through the external research credit option. If industrial employment does not permit research, research credits may be obtained within the department of chemistry.

Program

Each student, together with an adviser, will arrange a program best suited to the student's interests and needs. This program will be subject to the approval of the department head and the chair of the Graduate Committee.

A deliberate effort will be made to strengthen any areas of weakness indicated by the student's undergraduate records and the placement examinations. To qualify for the MS degree, a candidate must satisfy the following requirements:

1. A minimum of 45 quarter credits beyond the bachelor's degree. Courses in chemistry will be chosen from 700- and 800-level numbers and should include one or more representing each of the three fields: analytical, organic and physical. In addition, a course in inorganic or biochemistry is required. A maximum of nine quarter credits may be taken in undergraduate-level courses.

   Each student must select courses (subject to approval by the student's adviser and the graduate committee) that include the following core: 1008-621 and 1008-711; either 1013-737 or 1013-739; one of 1014-741, 1014-743, or 1014-744. The inorganic core course is 1012-764. For biochemistry it is 1009-702. The core requirement is one course each in organic, physical and analytical chemistry and one course is recommended in either biochemistry or inorganic chemistry. As part of the required credits, each student must have one or two quarter credit hours in seminar 1010-870 and three to four quarter credit hours from outside of the department of chemistry.

2. The thesis option requires a minimum of nine quarter credit hours in research and submission of a satisfactory thesis.

3. Pass an oral thesis defense.

Additional information

More information may be obtained from the chair of the Graduate Committee, 585-475-2545, the department of chemistry, 585-475-2497, or the Web site, www.rit.edu/chemistry.
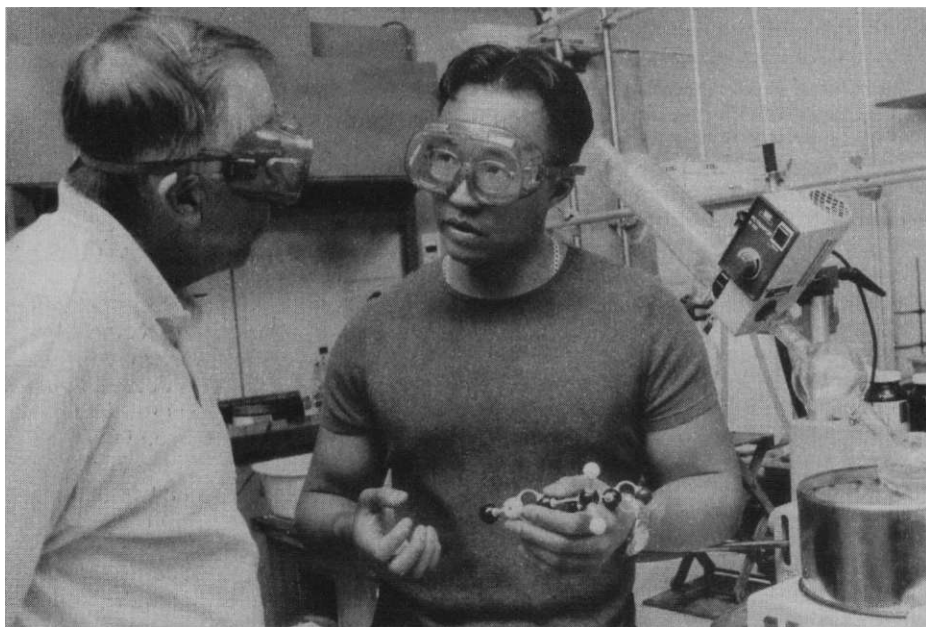
Allen Chong discusses his research into synthetic material for modern electronic instrumentation with Professor James Worman.

Master of Science in Clinical Chemistry

James C. Aumer, Interim Director,
Clinical Chemistry Program
585-475-2526
jcascl@rit.edu

The clinical chemistry program is designed for either full-time or part-time graduate study. Required courses are offered during the late afternoon or evening on a regular basis in order to accommodate the work schedules of part-time students.

Objectives

The program is designed to provide a focused educational experience for individuals preparing for careers in clinical chemistry. The design of the program provides technical and managerial proficiencies in either the diagnostic laboratory or a related industry.

Admission

Individuals holding a bachelor's degree in chemistry, biology, medical technology, nuclear medicine technology, or a related field from an accredited college or university are invited to apply.

English language requirement

All students who do not speak English as their primary language are required, upon arrival at RIT, to take the Michigan Test, given by the RIT English Language Center. If a student's score is below standard, he or she must follow the recommendations of the center for additional course work. Successful completion of this work is a program requirement for the master of science degree in clinical

chemistry. This may mean that the student will need additional time and financial resources to complete the degree program.

Financial support

A limited number of teaching assistantships, research assistantships, and tuition scholarships are available for graduate students. Detailed information is available from the office of the director.

Program

The master's program includes a core curriculum and electives which are chosen to reflect the student's background and career goals. A minimum of 50 quarter credits beyond the bachelor's degree is required. Required courses include Biochemistry, 1009-702; Biochemistry-Metabolism, 1009-703; Advanced Clinical Chemistry, 1023-820, 821, 822, 823; Organizational Behavior, 0102-740; Statistics and Quality Control, 1023-712; Survey of Physical Chemistry, 1014-742; Clinical Laboratory Computer Applications, 1023-722; Clinical Chemistry Research, 1023-877 or 879; Mechanisms of Disease, 1023-705.

All students are required to carry out and defend original research as part of the program requirements. Research is carried out under the direction of a faculty member and is reviewed and defended before a graduate committee appointed by the program director.

Students in the clinical chemistry program come from diverse educational backgrounds and have a variety of professional goals. The program focuses on the activities of the diagnostic clinical laboratory, developmental research in pathology and diagnostic testing as well

as industrial activities related to clinical laboratory products and instruments.

For more information, see our Web site, www.rit.edu/~676www/.

Master of Science in Industrial and Applied Mathematics

Sophia Maggelakis, Department Head
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The ideas of applied mathematics pervade several areas of applications in a variety of businesses and industries and in government. Sophisticated mathematical tools are increasingly used to develop new models, modify existing ones, and analyze system performance. This includes applications of mathematics to problems in management science, biology, portfolio planning, facilities planning, control of dynamic systems, and design of composite materials. The goal is to find computable solutions to real-world problems arising from these types of situations.

The department of mathematics and statistics offers an interdisciplinary master of science degree program in industrial and applied mathematics. The program addresses the need for the education and training of people in the areas of mathematics that can effectively be used to solve problems encountered in business and industry.

Objective

The objective of the program is to provide the student with the capability to apply mathematical models and methods to study various problems that arise in industry and business. With the emphasis on computable, implementable solutions, the student uses mathematics to solve a variety of industrial and business-related problems. Since this is an interdisciplinary program, students have the opportunity to choose from a wide variety of courses across campus.

Admission requirements

The applicant should have a baccalaureate degree with a cumulative grade-point average of 3.0 or above out of 4.0 (or its equivalent) from an accredited institution. The degree could be in mathematics or any related field. The prerequisite courses are: Multivariate Calculus, Differential Equations, Matrix Theory, Probability, and Statistics. Knowledge of a programming language is also required.

A student may also be granted conditional admission and be required to complete "bridge" courses selected from among RIT's existing undergraduate courses, as prescribed by the student's adviser. Until the student completes these requirements, he or she is considered

a nonmatriculated student. The graduate coordinator evaluates the student to determine eligibility for conditional and provisional admission.

English language requirement

To indicate proficiency in the language needed to handle university-level work, every applicant for whom English is not the native language is required to take the TOEFL and achieve a minimum score of 550. Those who cannot take the TOEFL will be required to take the Michigan Test of English Proficiency at RIT and obtain a score of 80 or higher. Although GRE scores are not required, submitting them enhances the chances of acceptance into the program.

Part-time study

The program is ideal for practicing professionals who are interested in applying mathematical methods in their work and in enhancing their career options. All courses are scheduled in the late afternoon or early evening hours. The graduate program may normally be completed in two years (six quarters) of part-time study.

Student's advisory committee

Upon admission to the program, the student chooses an adviser and forms an Advisory Committee whose responsibilities are to help the student formulate a concentration and select appropriate courses and to oversee the academic aspects of the student's program.

The program

The master's degree program in industrial and applied mathematics consists of 48 quarter credit hours of study. There are four "core courses" for a total of sixteen quarter credit hours. These courses are usually taken by the student in the first two quarters of the program and provide the student with a focus on some of the ideas of applied mathematics. They are determined by the department to provide a foundation for further study and cover numerical linear algebra, stochastic processes, boundary value problems, and combinatorics and graph theory. Core courses are offered every year.

The concentration and the corresponding course of study are formulated by the student in consultation with his or her Advisory Committee. The student completes a total of 24 quarter credit hours by taking a set of six specialized courses offered in the department of mathematics and statistics and other departments. Some of the possible concentrations are: operations research, mathematical biology, differential equations/ dynamical systems, discrete mathematics, and imaging science. Concentrations may include courses from other departments.

The Bruce and Nora James Atrium of the Gosnell Building, which houses new and renovated science classrooms, laboratories and offices

The program of study culminates in thesis or project work. The thesis option requires that the student present original ideas and solutions to a specific mathematical problem. The project option involves applying or adapting existing methodologies to solve a problem, or an expository paper on the methodology in a particular area. Both a proposal for the thesis or project work and the results must be presented and defended before the Advisory Committee.

Cooperative education option

The optional cooperative education (co-op) program enables the student to alternate periods in school with full-time, paid professional employment. Students may sign up for the co-op program after their first quarter.

Nonmatriculated students

A student with a bachelor's degree from an approved undergraduate school and with die background necessary for specific courses may take graduate courses as a nonmatriculated student with the permission of the graduate coordinator and the instructor. Courses taken for credit may usually be applied toward the master's degree if the student is formally admitted to the graduate program at a later date. However, the number of credits that will be transferred to the degree program from courses taken at RIT as a nonmatriculated student will be limited to a maximum of 12 quarter credits.

Materials Science and Engineering

K. S. V. Santhanam, *Interim Director of the Center for Materials Science and Engineering,*   585-475-2920 ksssch@rit.edu

The program, under the joint auspices of the colleges of Science and Engineering, offers graduate studies leading to the master of science degree in materials science and engineering with a variety of options designed to satisfy individual and industry needs in the rapidly growing field of materials.

The objectives of the program are threefold:
- With the advent of whole new classes of materials and instruments in recent times, the traditional practice of empiricism in the search for and selection of materials is rapidly becoming obsolete. The program offers, therefore, a serious interdisciplinary learning experience in materials studies, crossing over the traditional boundaries of such classical disciplines as chemistry; physics; and electrical, mechanical, and microelectronic engineering.
- The program provides extensive experimental courses in diverse areas of materials-related studies.
- The program explores avenues for introducing greater harmony between industrial expansion and academic training.

RIT's science and engineering laboratories feature up-to-date equipment and technology, such as this differential scanning calorimeter used for thermal analysis of materials.

Special features of the program

A special feature of the program is the offering of five required core courses. The core courses are specially designed to establish a common base of materials-oriented knowledge for students with baccalaureate degrees in chemistry, chemical engineering, electrical engineering, mechanical engineering, physics, and related disciplines; and consequently, to provide a new intellectual identity to those involved in the study of materials.

Second, there is an emphasis on experimental techniques in the program, with one required experimental course and additional optional experimental courses available. These are organized into appropriate units covering many aspects of analysis of materials. This aspect of the program should enhance student confidence when dealing with materials-related problems.

Finally, a large number of highly qualified scientists and engineers in the Rochester area are engaged in the research and development of materials. This reservoir of talent is utilized to ensure the breadth and quality of the program.

The overall thrust of the program is to establish a positive relationship between academia and industry by building a sound academic base in the field of materials.

Thesis option and the external research option

The inclusion of a research thesis as a formal part of the master of science degree program in materials science and engineering is optional. The research thesis option carries a minimum of nine and a maximum of 16 quarter credit hours, subject to review and approval of the project.

The external research option allows participants to continue their studies in their work environment, thus enhancing job satisfaction. In-plant work experience in materials-related areas may include independent study and creative research. This external research option may be applied, for a minimum of four and a maximum of eight quarter credit hours, toward the completion of the master of science degree.

Admission

The program is open to individuals with a bachelor's degree in chemistry, physics, chemical engineering, electrical engineering, mechanical engineering, or a related field from an accredited college or university. Any student who wishes to study at the graduate level must first be admitted to the program. However, an applicant may be permitted to take graduate courses as a non-matriculated student if he or she meets the general requirements mentioned above.

A person not meeting the general requirements may petition for admission to the program. In such cases, the necessary background courses will be taken at the undergraduate level. However, undergraduate credits that make up deficiencies may not be counted toward the master's degree.

To be considered for admission, it is necessary to file an application for admission to graduate study, accompanied by the appropriate transcripts of previous study and two letters of recommendation.

English language requirement

All applicants who do not speak English as their primary language are required to take both the TOEFL (Test of English as a Foreign Language) and the TWE (Test of Written English) examinations. Minimum scores of 575 on the TOEFL and 4.0 on the TWE are required. In addition, all such students, upon arrival at RIT, are required to take the Michigan Test of English Language Proficiency, administered by the RIT English Language Center. Individuals scoring below an established minimum will be referred to the center for further evaluation and assistance. These students are required to follow the center's recommendations regarding language course work; this may require additional time and financial resources to complete the

degree requirements. Successful completion of this course work is a requirement for the master of science degree in materials science and engineering.

Part-time study

Practicing scientists and engineers are encouraged to pursue the program on a part-time basis; therefore, all of the courses are offered in the early morning, late afternoon, or early evening. (This may not apply to courses offered off campus at selected industrial sites.)

Students employed full time in industry are normally limited to a maximum of two courses, or eight credit hours, each quarter. A student who wishes to register for more than eight credit hours while employed full time must obtain the permission of his or her adviser.

Financial aid

A limited number of teaching assistantships, research assistantships, and tuition scholarships are available for graduate students. Detailed information is available from the office of the program director.

Degree requirements

A minimum of 45 quarter credit hours, which includes five core courses (1028-701 through 1028-705) and the seminar course, 1028-890, are required for the completion of the program.

The remaining 24 quarter credit hours are completed either as a combination of the research thesis and elective courses, or as a combination of external research and elective courses, or as elective courses. The elective courses may be selected from advanced courses offered by the Center for Materials Science and Engineering or, upon approval, from courses offered by other RIT graduate programs. Transfer credit may be awarded based on academic background beyond the bachelor's degree or credit by examination based on experience.

Curriculum

The core courses will be offered every year and the elective courses will be scheduled on a periodic basis.

Maximum limit on time

The required credits for the master's degree must be completed within seven years of the oldest credits applied toward the degree.

Chester F. Carlson
Center for Imaging Science

The Chester F. Carlson Center for Imaging Science was established in 1985 for the interdisciplinary study of all aspects of imaging. The center offers BS, MS and Ph.D. degrees in imaging science and an

MS degree in color science. It is located in the Chester F. Carlson building, which contains extensive laboratories supporting the center's teaching and research mission.

Master of Science in Color Science

Roy S. Berns, *Coordinator*
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Color science is broadly interdisciplinary, encompassing physics, chemistry, physiology, statistics, computer science and psychology. The curriculum leading to a master of science degree in color science educates students using a broad interdisciplinary approach. This is the only graduate program in the country devoted to this discipline, and it is designed for students whose undergraduate majors are in physics, chemistry, imaging science, computer science, electrical engineering, experimental psychology, physiology or any discipline pertaining to the quantitative description of color.

Graduates are in high demand and have accepted industrial positions in electronic imaging, color instrumentation, colorant formulation and basic and applied research. Companies include Hewlett Packard, Canon, Apple, Eastman Kodak, Xerox, International Paper, the Gemological Institute of America, Applied Science Fiction, and Polaroid.

The color science major provides graduate-level study in both theory and practical application. The program gives students a broad exposure to the field of color and affords them the unique opportunity of specializing in an area appropriate for their background and interest. This objective will be accomplished through the program's core courses, selection of electives and completion of a thesis or graduate project.

The degree program in color science revolves around the activities of the Munsell Color Science Laboratory within the Center for Imaging Science (www.cis.rit.edu/research/mcsl). The Munsell Laboratory is the preeminent academic laboratory in the country devoted to color science. Research is currently under way in color appearance models; image-quality, data-visualization, and color-tolerance psychophysics; spectral-based image capture, archiving, and reproduction of artwork; analytical and empirical multi-ink printing models; spectral color rendering and computer graphics; and consumer digital camera and digital-cinema camera optimization. Since the inauguration of the program in 1984, a number of conferences have drawn participants from around the world. Industrial seminars are held each

summer on a wide range of color topics, including color technology, instrument-based color matching, color appearance models, vision and psychophysics, color management and profile building, imaging systems optimization, and color image formation of printed documents. The Munsell Laboratory has many contacts that provide students with summer and full-time job opportunities across the United States and abroad.

The program

All students must earn 45 credits as a graduate student, 36 of which must be taken at RIT, to earn the master of science degree. For full-time students, the program requires four to six quarters of study at the graduate level. Part-time students generally require two to four years of study at the graduate level. The curriculum is a combination of required courses in color science, elective courses appropriate for the candidate's background and either a research thesis or graduate project. Students must enroll in either the research-thesis or graduate project option at least one year before completion of required course work. Candidates who wish to enter the program but lack adequate preparation may have to take as many as 36 credits of foundation courses in mathematics, statistics, computer science and general science before matriculating with graduate status. Foundation courses can be completed in three quarters.

Core courses

All graduate students in the MS program are required to complete the following core courses:

		Credits
1050-701	Vision & Psychophysics	4
1050-702	Applied Colorimetry	4
1050-721	Color Measurement Laboratory I	2
1050-703	Color Appearance	3
1050-722	Color Measurement Laboratory II	2
1050-813	Color Modeling	4
1050-801	Color Science Seminar	3

Elective courses

Appropriate electives should be selected to bring course work to 36 credit hours for the research thesis option or 41 credit hours for the graduate project option. Approval by the color science coordinator is required. (Some courses might require special permission for enrollment.)

The following is a partial list:

		Credits
0307-801 802	Design of Experiments I, II	3
0307-830 831	Multivariate Analysis I, II	3
0307-841 842	Regression Analysis I, II	3

4005-761	Fundamentals of Computer Graphics	4
1051-726	Computing for Imaging Science	4
1051-728	Design & Fabrication of Solid State Cameras	4
1051-739	Principles of Solid State Imaging	4
1051-782	Introduction to Digital Image Processing	4
1051-790	Image Rendering	4
1051-816	Color Systems	4
2081-722	Ink & Substrates	4

Research thesis option

Students without research experience are encouraged to select the research thesis option (nine credits). The thesis is performed during the second year of study. Topics are chosen that complement the candidate's undergraduate education and career interests. The technical advisory board of the Munsell Color Science Laboratory, as well as the program coordinator, can aid in the selection of a thesis topic. Full-time students receiving full-time assistantships are required to perform a research thesis.

Graduate project option

Students with research experience may select the graduate project option (four credits). The project has the same intellectual level as a research thesis but is less lengthy. It might take the form of an experiment, demonstration, research project or critical review. The graduate project is normally performed during the last quarter of study. Part-time students often select this option.

A Typical Full-Time Schedule of Courses

FALL		Credits
1050-701	Vision & Psychophysics	4
1050-702	Applied Colorimetry	4
1050-721	Color Measurement Laboratory I	2
	Graduate Elective	
WINTER		
1050-703	Color Appearance	3
1050-722	Color Measurement Laboratory II	2
	Graduate Electives	
SPRING		
1050-813	Color Modeling	4
	Graduate Electives	
FALL		
1050-801	Color Science Seminar	3
1050-890	Thesis	3
	or	
1050-840	Color Science MS Project	4

Note: 12 credit hours per quarter is considered a full-time load. Remaining credits are given as equivalency credits for teaching and research assistantship activities.

Admission requirements

Prior to being admitted to the master of science degree program, applicants must satisfy the coordinator of the program that their previous education, ability and practical experience indicate a reasonable chance of success. Scientific reasoning, technical writing and oral communication skills are particularly important.

- Graduate application
- Earned baccalaureate degree
- Graduate record examination (GRE)
- Official undergraduate transcript
- Two professional recommendations
- An on-campus interview when possible
- GPA of 3.0 or higher
- Foundation course work of 3.0 or higher (if required)
- TOEFL score of at least 240 (computer based) or 575 (paper based) (international students)
- TSE-A score of at least 250 (international students)

Assistantships and scholarships

Scholarships and assistantships are available for qualified applicants. These include the Macbeth-Engel Fellowship, Grum Memorial Scholarship, Saltzman Memorial Scholarship, Munsell Color Science Laboratory Assistantship and research assistantships associated with ongoing grants and contracts. Most of these require 20 hours of work per week. Funding can consist of up to full tuition remission and a 12-month assistantship. Students receiving fully funded assistantships tend to have undergraduate cumulative grade point averages of 3.5 and higher, GRE "quantitative" and "analytical" scores above 700 and "verbal" above 600. Applicants whose native language is not English have TOEFL scores above 250 (computer based) or 600 (paper based) and TSE-A scores above 250. Partial assistantships are also awarded. Applicants seeking financial assistance from the center must have all application documents submitted to the Admissions Office by February 15 for the next academic year.

The foundation program

The color science major is designed for the candidate with an undergraduate degree in a scientific or nonscientific discipline. Candidates with adequate undergraduate work in related sciences will start the program as matriculated graduate students.

Candidates without adequate undergraduate work in related sciences must take foundation courses prior to matriculation into the graduate program. Such students may be required to take as many as 36 credits in these subjects. A written agreement between the candidate and the program coordinator will identify the required foundation courses.

Foundation courses must be completed with an overall B average before a student can matriculate into the graduate program. A maximum of nine graduate-level credit hours may be taken prior to matriculation into the graduate program.

The foundation courses listed below are representative of those often required.
Calculus I, II, III
College Physics I, II, III
College Physics Lab I, II, III
C Programming
Matrix Algebra
Elementary Statistics
Introduction to Psychology

Munsell Advisory Board

The Munsell Color Science Laboratory Advisory Board ensures that the research activities surrounding the degree program are relevant to current industrial needs. The board's members have expertise in color vision, color measuring instrumentation, psychophysics, color imaging, instrument-based color matching, lighting, art and applied color technology. The Advisory Board is an excellent resource for students in the selection of both a thesis topic and future placement.

Master of Science in Imaging Science

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The objective of this program is to prepare men and women holding a bachelor's degree in science or engineering for positions in research in the imaging industry or in the application of various imaging modalities to problems in engineering and science. Formal course work includes consideration of the physics and chemistry of radiation-sensitive materials and processes, the applications of physical and geometrical optics to electro-optical systems, the mathematical evaluation of image forming systems and the statistics of experimental design and quality control. Technical electives at the graduate level may be selected from the courses offered in imaging science, color science, engineering, computer science, science and mathematics. Both thesis and project options are available. In general, full-time supported students are required to pursue the thesis option with the project option targeted at part-time students who can demonstrate that they have sufficient practical experience through their professional activities.

Faculty within the Center for Imaging Science supervise thesis research in areas of chemistry and physics of radiation-sensitive materials and processes, digital image processing, remote sensing, electrophotography, electro-optical instrumentation, medical diagnostic imaging, chemical imaging, color imaging systems and astronomy. Interdisciplinary efforts are possible with the colleges of Engineering and Science.

The degree requirements can be completed either on a full- or a part-time basis. An online version of the MS program is available in the areas of color science, remote sensing, and digital image processing. Interested students should consult the Web site (www.cis.rit.edu) or contact the graduate coordinator.

The program

Imaging science studies are available as a full- or part-time master's degree program. All students must earn 45 credits as a graduate student, 37 of which must be taken at RIT to earn the master of science degree.

The curriculum is a combination of required core courses in imaging science and elective courses appropriate for the candidate's background and interests. Six tracks (concentrations) have been established: Digital Imaging Processing, Medical Imaging, Electro-Optical Imaging Systems, Remote Sensing, Color Imaging and Hard Copy Materials and Processes. Additional tracks may be created for interested students. Students must enroll in either the research-thesis or graduate paper/project option at the beginning of their studies.

Candidates who wish to enter the program but lack adequate preparation may have to take bridge courses in mathematics, chemistry or physics before matriculating with graduate status.

All graduate students in the program are required to complete the following core courses:

1051-711, Basic Principles of
712   Imaging Science I, II
1051-716, Linear Image
717   Mathematics I, II

All non-imaging science courses must be approved by the CIS master of science coordinator as acceptable for CIS credit.

Research thesis option

Full-time students who elect this option begin their thesis work during the first year of study. Part-time students may defer the beginning of their thesis work until their second or subsequent years. Full-time students receiving funding assistance are required to choose the research thesis option. Students who elect this option will take 36 credit hours of course work (including the core) and nine credit hours of thesis/research, three of which are associated with the graduate seminar course (1051-706, 707, 708).

The thesis is to be based on experimental evidence obtained by the candidate in an appropriate field as arranged between the candidate and his or her adviser. The minimum number of thesis credits required is nine. The thesis

requirement may be fulfilled by experiments in Institute laboratories. In some cases, the requirement may be fulfilled by work done in other laboratories. An example might be the candidate's place of employment, under the following conditions:

1. The results must be fully publishable.
2. The candidate's adviser must be approved by the graduate coordinator.
3. The thesis must be based on the candidate's independent, original work, as it would be if the work were done in Institute laboratories.

Graduate paper/project option

Students with demonstrated practical or research experience approved by the graduate coordinator may choose the graduate project option (five credit hours) in addition to 40 hours of core and elective courses. This option takes the form of a systems course (a different course for each track) and an associated project/paper. The graduate paper is normally performed during the final quarter of study. Both part- and full-time students may choose this option with the approval of the graduate coordinator.

Admission

Admission will be granted to graduates of accredited degree-granting institutions whose undergraduate studies have included at least the following courses in the major areas of study: mathematics through calculus, including differential equations; a full-year calculus-based physics course; a full-year college-level course, with laboratory, in chemistry. It is assumed that students can write a common computer program.

Applicants must demonstrate to the Graduate Admissions Committee of the Center for Imaging Science that they have the capability to pursue graduate work successfully. Normally this will include an interview, the submission of a statement of purpose, presentation of undergraduate academic record, letters of evaluation from individuals familiar with the applicant's capabilities, and any other pertinent data furnished by the applicant. While previous high academic achievement does not guarantee admission, such achievement or other unusually persuasive evidence of professional promise is expected.

Applicants seeking financial assistance from the center must have all application documents submitted to the Admissions Office by February 15 for the next academic year. Those seeking funding from the center are also required to take the GRE. Students whose native language is not English must demonstrate proficiency in English, as evidenced, for example, by a TOEFL score of 600 (paper based) or 250 (computer based) or higher. Students whose native language is not English are advised to obtain as high a TOEFL score as possible if they wish to apply for a teaching or research assistantship. These candidates are also required to take the TSE-A test of spoken English, in order to be considered for financial assistantship.

Grades

The average of the grades for all courses taken at the Institute and credited toward a master's degree must be at least a "B" (3.0) grade point average. Research and thesis does not carry a letter grade and is not included in the average.

Doctor of Philosophy in Imaging Science

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The doctor of philosophy degree in imaging science signifies high achievement in scholarship and independent investigation in the diverse aspects of imaging science. Candidates for the Ph.D. degree must demonstrate proficiency by:

1. successfully completing course work, including a core curriculum, as defined by the student's plan of study;
2. passing a series of examinations;
3. completing an acceptable dissertation under supervision of the student's research adviser and Dissertation Committee.

The core curriculum includes courses that span and integrate a common body of knowledge essential to an understanding of imaging processes and applications.

The core courses are:

		Credits
1051-706, 707, 708	Imaging Science Seminar	1
1051-711, 712	Basic Principles of Imaging Science	4
1051-713	Noise & Random Processes	4
1051-714	Information Theory for Imaging Systems	4
1051-716, 717	Linear Image Mathematics I, II	4
1051-721, 722, 723	Imaging Lab I, II, III	1
1051-726	Computing for Imaging Science	4

Admission

Because imaging science encompasses a wide variety of scientific disciplines, students with diverse backgrounds are accepted into the program. Undergraduate preparation leading to a bachelor of science degree in engineering, computer science, applied mathematics or one of the natural sciences is usually required, but exceptional students from other fields may be accepted. All students admitted to the Ph.D. program in imaging science must have completed courses in the following areas:

- Calculus and differential equations
- Probability and statistics
- Chemistry (one year)
- University physics (one year)
- Modern physics
- Computer language

Admissions decisions are made by a committee of the graduate faculty of the Center for Imaging Science. To be admitted, students must have a record of academic achievement from their undergraduate institutions, as indicated by official transcripts, must demonstrate proficiency on the Graduate Record Examination (GRE) and must request letters of recommendation from two people well qualified to judge their abilities for graduate study. Students for whom English is not the native language must also submit the results of the Test of English as a Foreign Language (TOEFL). Industrial and research experience are also considered in the decision to admit. Applicants seeking financial assistance from the center must have all application documents to the Admissions Office by February 15 for the next academic year.

Due to the variety of backgrounds of incoming students, it is recognized that some will not have the requisite preparation in all areas and will have to complete some undergraduate requirements during the course of their graduate study.

Students with a master of science degree in a related field (e.g., physics, chemistry or electrical and computer engineering) may be granted up to 36 quarter credits toward the Ph.D. degree in imaging science based on their earlier studies and after successful completion of the comprehensive examination. The required research credits may not be waived by experience or examination.

Comprehensive examination

All students must pass a written comprehensive examination. The examination is given each year prior to the Fall Quarter and is ordinarily taken after completing the core course of study (30 quarter credits); i.e., after the first year of study. The examination is administered by the graduate faculty. It consists of an assessment of mastery of the materials in the core disciplines and ability to construct solutions to significant problems. The student must successfully pass the comprehensive examination to advance to candidacy (two attempts are permitted).

By the time they take the comprehensive examination, all students must select a research adviser from the graduate faculty of the Center for Imaging Science.

Research in RIT's Visual Perception Laboratory is focused on fundamental questions about how people use visual perception during complex tasks.

Dissertation committee

After the student passes the comprehensive examination and upon recommendation of the director of the Center for Imaging Science, a Dissertation Committee of four members is appointed for the duration of the student's tenure in the program. One is appointed by the Provost's Office from the faculty within the Institute but outside the center and acts as the chair of the final dissertation defense. The committee must also include the student's research adviser and at least one other member of the imaging science graduate faculty. The fourth member may be affiliated with industry or another institution. Persons who are not members of the graduate faculty must be approved by the coordinator of the doctoral program.

The duties of the Dissertation Committee include:
1. reviewing the study plan and dissertation proposal;
2. preparing and administering the examination for admission to candidacy;
3. assisting in planning and coordinating the research;
4. supervising the writing of the dissertation;
5. conducting the final examination of the dissertation.

Study plan

The student and the research adviser develop a study plan that defines the course work to be completed, including the technical electives most relevant to the student's field of interest. The study plan must be filed with the doctoral coordinator of the Center for Imaging Science and must be approved by three members of the graduate faculty. The plan may be amended if the changes are approved by the student's advising committee.

Research proposal

The student and the research adviser select a research topic for the dissertation. The proposed research must be original and publishable. Although the topic may deal with any aspect of imaging, the research is usually concentrated in an area of current interest within the center. These areas include: silver halide imaging, remote sensing, digital image processing, color and visual perception, digital microlithography, astronomy, medical imaging, electro-optics and machine vision.

The student must make a formal proposal of the dissertation topic to the Dissertation Committee for approval.

Admission to candidacy

As soon as possible after acceptance of the research proposal, but not later than six months prior to defending the dissertation, the student must pass an examination to be admitted to candidacy for the doctoral degree. The examination is prepared and administered by the Dissertation Committee and may have oral and/or written sections at the committee's option. A typical examination may consist of oral responses to previously assigned written questions.

Course requirements

All students must complete a minimum of 72 credit hours of course work. The courses are defined by the student and the Dissertation Committee in the study plan and must include completion of the core sequences plus at least two three-quarter sequences in topical areas.

Some examples of topical areas are: remote sensing, digital image processing, digital graphics, electro-optical imaging systems, medical imaging and microlithographic imaging technologies.

Students may take a maximum of 16 credits in other departments and must also complete 27 credits of research, 3 credits of which are associated with the graduate seminar course (1051-706, 707, 708) with a maximum of 9 credits per quarter.

Residency

All students in the program must spend at least three consecutive quarters (summer quarter excluded) as resident full-time students to be eligible to receive the Ph.D. A full-time academic load is defined as a minimum of nine academic credits per quarter or an equivalent amount of research as certified by the graduate coordinator.

Time limitations

All candidates for the Ph.D. must maintain continuous enrollment during the research phase of the program. Such enrollment is not limited by the maximum number of research credits that apply to the degree. Normally, full-time students complete the course of study for the doctorate in approximately three to four years. A total of seven years is allowed to complete the requirements after first attempting the comprehensive exam.

Final examination of the dissertation

The Dissertation Committee must submit a letter to the graduate coordinator requesting permission to administer the final examination of the dissertation. The letter must indicate that each member has received the dissertation and concurs with the request. The examination is scheduled by the graduate coordinator but may not be held sooner than two weeks after permission has been granted.

The final examination of the dissertation is open to the public and is primarily a defense of the dissertation research. The examination consists of an oral presentation by the student, followed by questions from the audience. The Dissertation Committee may also elect to privately question the candidate following the presentation. The Dissertation Committee will immediately notify the candidate and the graduate coordinator of the result of the examination.

Graduate Faculty
College of Science

Ian Gatley, BSc, University of London; Ph.D., California Institute of Technology—Dean

Department of Biological Sciences

Larry Buckley, BA, University of Missouri; MS, Southern Illinois University at Edwardsville; Ph.D., Southern Illinois University at Carbondale—Assistant Professor, Biology

Jean A. Douthwright, BA, Skidmore College; MS, Pennsylvania State University; MS, Ph.D., University of Rochester—Professor, Biology

Maureen Ferran, BA, Fordham University; MS, Ph.D., University of Connecticut—Assistant Professor, Biology

Irene Evans, AB, University of Rochester; MS, Wesleyan University; Ph.D., University of Rochester—Associate Professor, Biology

G. Thomas Frederick, BS, MS, Ph.D., Ohio State University—Professor, Biology

David A. Lawlor, BA, University of Texas; MS, Ph.D., University of Texas Health Science Center at San Antonio—Assistant Professor, Biology

Jeffrey S. Lodge, BA, University of Delaware; Ph.D., University of Mississippi—Associate Professor, Biology

Douglas Merrill, BS, Ph.D., State University of New York College of Environmental Science and Forestry, Syracuse University-Professor; Department Head, Biology

Robert H. Rothman, BA, Ph.D., University of California, Berkeley—Professor, Biology

Michael A. Savka, BSF, West Virginia University; MS, Ph.D., University of Illinois at Urbana-Champaign—Assistant Professor, Biology

Franz K. Seischab, BS, Cornell University; MS, State University of New York College at Geneseo; Ph.D., State University of New York College of Environmental Science and Forestry, Syracuse University—Professor, Biology

Gary R. Skuse, BA, University of Rochester; Ph.D., Syracuse University—Director, Bioinformatics

Roy E. Snoke, BS, Shippensburg University; MS, Ph.D., University of North Dakota-Director, CBET

Nancy Wanek, BS, University of Wisconsin; Ph.D., University of California—Associate Professor, Biology

Department of Chemistry

B. Edward Cain, BA, Harpur College, State University of New York at Binghamton; Ph.D., Syracuse University—Professor, Inorganic Chemistry: chemical education, methodologies and adaptation for the handicapped student

Paul A. Craig, BS, Oral Roberts University; Ph.D., University of Michigan—Associate Professor, Analytical Biochemistry

Thomas Gennett, BA, State University of New York College at Potsdam; Ph.D., University of Vermont—Professor, Analytical Chemistry: electrochemistry, HPLC, ion implantation of electrode surfaces

Joseph P. Hornak, BS, Utica College of Syracuse University; MS, Purdue University; Ph.D., University of Notre Dame—Professor, Joint Appointment with Imaging Science, Physical Chemistry: magnetic resonance spectroscopies and imaging

Marvin L. Illingsworth, BS, Lafayette College; Ph.D., University of Massachusetts—Professor, Inorganic Chemistry: atomic oxygen resistant polymers, synthesis of eight-coordinate complexes and mixed ligand complexes

Andreas Langner, BS, Ph.D., State University of New York at Buffalo—Professor, Physical Chemistry: polymer science, electro-optical properties of macromolecules, polymer characterization techniques

Massoud J. Miri, BS, MS, Ph.D., University of Hamburg—Associate Professor, Polymer Chemistry: polymerization mechanisms, polymer properties, catalysis

Terence C. Morrill, BS, Syracuse University; **MS,** San Jose State University; Ph.D., University of Colorado—Professor and Department Head, Organic Chemistry: stereochemistry and mechanism of organic reactions, hydroborations

John P. Neenan, BS, Wayne State University; Ph.D., University of California, Santa Barbara—Professor, Biochemistry and Bio-organic Chemistry: design of active site-directed irreversible enzyme inhibitors

Christian G. Reinhardt, BS, Lafayette College; Ph.D., University of Rochester—Professor, Biophysical Chemistry: biological drug receptor recognition, binding and stereochemistry, quantitative structure-activity studies and biomolecular design

L. Paul Rosenberg, BS, Bridgewater State College; Ph.D., University of New Hampshire—Associate Professor, Analytical Chemistry: pharmaceutical analysis, physical properties of drug compounds, chemical separations techniques

K. S. V. Santhanam, BSc, MA, Ph.D., Sri Venketaswana University—Interim Director, Center for Materials Science and Engineering; Professor, Analytical Chemistry: organic conducting polymers, electrochemistry, sensors and carbon nanotubes

Thomas W. Smith, BS, John Carroll University; Ph.D., University of Michigan—Professor, Organic/Polymer Chemistry: synthesis and device applications of block copolymer systems and polymer composites

Gerald A. Takacs, BS, University of Alberta; Ph.D., University of Wisconsin—Professor, Physical Chemistry: chemical kinetics, atmospheric chemistry, plasma chemistry, and photochemistry

Laura Ellen Tubbs, BA, Hood College; Ph.D., University of Rochester—Professor, Physical Chemistry: accelerator-based ultrasensitive mass spectroscopy, natural radioisotope dating, aqueous polymer solutions

Kay G. Turner, BS, Bucknell University; Ph.D., Ohio State University—Professor, Synthetic Organic Chemistry: synthesis of natural products including fluorescent estradiol analogs; study of estrogen receptor mechanisms

James J. Worman, BS, Moravian College; MS, New Mexico Highlands University; Ph.D., University of Wyoming—Chair, Graduate Committee; Professor, Physical Organic Chemistry: environmental chemistry, spectroscopy of small ring systems, naturally occurring biocumulative organics

Department of Allied Health Sciences

James C. Aumer, BS, MS, Michigan Technological University—Interim Program Director, Clinical Chemistry; Professor

Adjunct Faculty

Richard M. Bayer, BA, MS, Ph.D., Rutgers University—Rochester General Hospital, Adjunct Clinical Professor

Michael R. Bogovich, MS, Rochester Institute of Technology—Calibration Engineer, Clinical Products Division, Eastman Kodak Company

Richard L. Doolittle, BA, University of Bridgeport; MS, Ph.D., University of Rochester—Professor

Yasmin Kabir, BS, MS, Rochester Institute of Technology—Adjunct Instructor

Fred D. Lasky, Ph.D., State University of New York at Buffalo—Senior Clinical Chemist, Clinical Products Division, Eastman Kodak Company

Daniel Montondo, BS, MS, Rochester Institute of Technology—Administrative Coordinator, Data Management, Department of Pathology and Laboratory Medicine, Rochester General Hospital

Jeanine Smith, BS, Alfred University; MS, Rochester Institute of Technology—Adjunct Instructor

Department of Mathematics and Statistics

William Basener, BA, Marist College; Ph.D., Boston University—Assistant Professor, Dynamical Systems

Maurino Bautista, BS, Ateneo de Manila University; MS, Ph.D., Purdue University—Associate Professor, Numerical Analysis, Applied Mathematics

Marcia K. Birken, AB, Mt. Holyoke College; MS, New York University—Professor, Mathematics Education

Bernard Brooks, BS, University of Toronto; MS, Ph.D., University of Guelph—Assistant Professor, Mathematical Biology

Tamara A. Burton, BS, University of North Carolina at Chapel Hill; Ph.D., University of South Carolina—Assistant Professor, Graph Theory

Patricia Clark, SB, SM, Massachusetts Institute of Technology; Ph.D., University of Rochester—Professor, Fluid Dynamics

David M. Crystal, BS, MS, State University of New York at Albany—Professor, Mathematical and Statistical Technology

Alejandro Engel, BS, MS, State University of New York at Albany—Professor, Mathematical and Statistical Technology

David Farnsworth, BS, Union College; MA, Ph.D., University of Texas at Austin-Professor, Nonparametric Statistics

George Georgantas, AB, University of Rochester; AM, Washington University; Ph.D., State University of New York at Buffalo—Professor, Abstract Algebra

Marvin Gruber, BS, Brooklyn College; MA, Johns Hopkins University; MS, Rochester Institute of Technology; MA, Ph.D., University of Rochester—Professor, Linear Models, Bayes Estimation, Reliability

Laxmi Gupta, BS, MS, Agra University, India; MS, Rochester Institute of Technology; Ph.D., State University of New York at Buffalo—Professor, Algebraic Geometry

James J. Halavin, BS, Clarkson University; MA, Ph.D., State University of New York at Buffalo—Professor, Statistics

David Hart, BS, Syracuse University; MA, University of Rochester—Associate Professor, Algebra, Number Theory

Rebecca Hill, BS, Frostburg State College; MA, West Virginia University; MS, Rochester Institute of Technology—Professor, Analysis, Computer Science

Seshavadhani Kumar, BS, MS, University of Madras; Ph.D., University of Delaware—Associate Professor, Operations Research, Simulation

Wanda L. Lojasiewicz, MS, Ph.D., University of Cracow, Poland—Associate Professor, Analysis

Carl V. Lutzer, BS, Michigan State University; MA, Ph.D., University of Kentucky—Assistant Professor, Mathematical Physics

Sophia Maggelakis, BS, MS, Ph.D., Old Dominion University—Professor, Bio-Mathematics

Munir Mahmood, BS, BA, MS, Southern Illinois University at Carbondale; Ph.D., Monash University—Assistant Professor, Statistics

Carol E. Marchetti, BS, Case Institute of Technology; MS, Weatherhead School of Management; MA, Ph.D., University of Rochester—Assistant Professor, Statistics

James Marengo, BA, MS, California State University; Ph.D., Colorado State University—Associate Professor, Statistics, Probability

David J. Mathiason, BA, St. Olaf College; MS, Syracuse University; MS, Ph.D., University of Rochester—Professor, Statistics

Douglas Meadows, BS, Stanford University; MS, New York University; Ph.D., Stanford University—Professor, Topology, Computer Science

Darren A. **Narayan,** BS, State University of New York at Binghamton, MS, Ph.D., Lehigh University—Assistant Professor, Graph Theory, Discrete Math

Edward Newburg, BS, Stanford University; MS, New York University; Ph.D., University of Illinois—Professor, Mathematical Modeling

Richard Orr, BS, John Carroll University; MS, Case Institute of Technology; MS, State University of New York at Buffalo—Professor, Logic, Computability

Michael Radin, BA, Rowan University; MS, Ph.D., University of Rhode Island—Assistant Professor, Differential Equations

David Ross, BA, Columbia College; Ph.D., Couranr Institute of Mathematical Sciences—Associate Professor, Applied Mathematics

Harry Schey, BS, Northwestern University; AM, Harvard University; Ph.D., University of Illinois—Professor, Statistics

Hossein Shahmohamad, BS, MA, California State University, Long Beach; Ph.D., University of Pittsburgh—Assistant Professor, Graph Theory

Paul Wilson, BA, MA, University of Cincinnati; Ph.D., University of Illinois—Professor, Algebra

Elmer Young, BA, Amherst College; MS, Ph.D., Ohio State University—Associate Professor, Topology

Department of Physics

John D. Andersen, BS, State University of New York at Buffalo; MA, Ph.D., University of Rochester—Professor, Physics: theoretical solid-state physics, transport phenomena, electron-photon interactions, nonlinear phenomena, electronic properties of molecular crystals, experimental low-temperature physics, large-scale computations, parallel processing

David John Axon, BSc, Ph.D., University of Durham—Professor, Physics: astronomy, active galactic nuclei

Peter A. Cardegna, BS, Loyola College; Ph.D., Clemson University—Professor, Physics: experimental solid state physics: transport phenomena in solids, amorphous (glassy) materials, silver halide physics, superconductivity, ceramics

Tracy A. Davis, BA, BS, Wofford College; Ph.D., Clemson University—Associate Professor, Physics: experimental solid-state physics, optics, low temperature physics, computer models of chaotic systems

Alan B. Entenberg, AB, Washington University; Ph.D., University of Rochester—Professor, Physics: stress and adhesion in thin films; surface modification by glow discharge plasma and/or ion bombardment

Scott V. Franklin, BA, University of Chicago; Ph.D., University of Texas—Assistant Professor, Physics: theoretical and experimental investigations of nonlinear dynamics, granular materials, and dislocation phenomena, physics education research (PER) and curriculum development, especially for non-science majors

Ronald E. Jodoin, BS, Worcester Polytechnic Institute; Ph.D., University of Rochester—Professor, Physics: experimental physics: optics, imaging science, electronics, real-time data acquisition and analysis, microcomputer interfacing, general experimental and applied physics

James R. Kern, BS, Indiana University of Pennsylvania; MA, University of Indiana; Ph.D., Clemson University—Professor, Physics: acquisition and analysis of the light curves of eclipsing binary stars, imaging and surface photometry of galaxies and comets, asteroid photometry and astrometry, automated telescopes, computer modeling of physical systems

Michael Kotlarchyk, BS, MS, Ph.D., Massachusetts Institute of Technology—Professor, Physics: characterization of structure and phase transitions in surfactant systems (micelles, microemulsions, and liquid crystals) using scattering techniques; mass and surface fractals in condensed matter systems, theories of liquids; chaos in simple non-linear physical systems

Vern W. **Lindberg,** BS, University of Alberta; MS, Ph.D., Case Western Reserve University—Professor, Physics: deposition of metals onto polymeric substrates, effects of surface modification of polymer substrates on growth of PVD (physical vapor deposited) films, glow discharge and ion bombardment, stress in sputtered thin films, adhesion of PVD thin films, multilayer optical filters

Linda S. **Meichle,** BS, Massachusetts Institute of Technology; MS, Ph.D., University of Illinois—Associate Professor, Physics: magnetic materials and magnetic measurements, calorimetry, bulk transport measurements, properties of materials at or near phase transitions, critical phenomena

David L. Morabito, BS, MS, Rochester Institute of Technology; MA, University of Rochester; Ph.D., State University of New York at Buffalo—Visiting Assistant Professor, Physics: theoretical condensed matter physics, superconductivity, quantum statistical mechanics, quantum field theory, computational physics, theoretical high energy physics, the general theory of relativity, and the philosophy of physics

Gabriela Popa, Diploma, University of Bucharest, Ph.D., Louisiana State University—Visiting Assistant Professor, Physics: nuclear structure theory

Ryne Raffaelle, BS, MS, Southern Illinois University; Ph.D., University of Missouri at Rolla—Professor, Physics: nanophysics and materials science: thin films synthesis and characterization, superlattices in high efficiency photovoltaic solar cells

Michael W. Richmond, BA, Princeton University; MA, Ph.D., University of California at Berkeley—Assistant Professor, Physics: observational astronomy, supernovae, variable stars, reduction of optical data, automatic telescopes

John S. Shaw, BS, MS, Indiana University; Ph.D., State University of New York at Albany—Professor, Physics: classical electromagnetic scattering theory

Robert B. Teese, BS, North Carolina State; MA, Ph.D., University of Texas—Professor, Physics: physics education research and curriculum development

George M. Thurston, AB, Oberlin College; Ph.D., Massachusetts Institute of Technology—Associate Professor, Physics: biophysics

Anatoli A. Vankov, Diploma, Moscow State University; Ph.D., Institute of Atomic Energy—Visiting Assistant Professor, Physics

Jerome Wagner, BS, Case Institute of Technology; MS, Ph.D., University of Wisconsin—Professor, Physics: solid state physics, nuclear physics, medical physics, diagnostic nuclear medicine, defect properties in insulating materials, radiation-induced defects, color centers

Anne G. Young, BA, Bryn Mawr; MS, Ph.D., Cornell University—Professor, Physics: science education, astronomy and astrophysics, student misconceptions in physics & astronomy, curriculum development using hands-on activities

Materials Science and Engineering

College of Engineering and College of Science

John Andersen, BS, State University of New York at Buffalo; MA, Ph.D., University of Rochester—Professor, Physics: theoretical solid-state physics, transport phenomena, electron-phonon interactions, nonlinear phenomena, electronic properties of molecular crystals, experimental low-temperature physics, large scale computations, parallel processing

Jonathan S. **Arney,** BS, Wake Forest University; Ph.D., University of North Carolina at Chapel Hill—Associate Professor, Imaging Science: image microstructure and quality, diagnostic imaging for museum applications

Peter Cardegna, BS, Loyola College; Ph.D., Clemson University—Professor, Physics: superconductivity, low temperature physics, photographic materials

Robert A. Clark, BS, Massachusetts Institute of Technology; Ph.D., University of Maryland—Professor Emeritus, Chemistry: plasma modification of organic polymers, polymer science, chemistry of microlithographic imaging systems, kinetics and thermodynamics of thermal and photochemical transformations of small hydrocarbon molecules

Tracy Davis, BA, BS, Wofford College; Ph.D., Clemson University—Associate Professor, Physics: experimental solid-state physics, optics, low temperature physics, computer models of chaotic systems

Alan B. Entenberg, AB, Washington University; Ph.D., University of Rochester—Professor, Physics: stress and adhesion in thin films; surface modification by glow discharge plasma and/or ion bombardment

Thomas Gennett, BA, State University of New York College at Potsdam; Ph.D., University of Vermont—Professor, Chemistry: electroanalytical chemistry, HPLC detectors, biosensors, ion-exchange partition coefficient

Surendra K. Gupta, B.Tech., India Institute of Technology; MS, University of Notre Dame; Ph.D., University of Rochester—Professor, Mechanical Engineering: dislocation theory, x-ray diffraction, sintering, numerical modeling, digital image analysis, computer-integrated manufacturing, micromechanics of heteroepitaxial structures, morphological filters in image processing of microstructures

Richard K. Hailstone, BS, Northern Illinois University; MS, Indiana University—Associate Professor, Imaging Science: silver halide materials and processing, imaging materials

Joseph P. Hornak, BS, Utica College of Syracuse University; MS, Purdue University; Ph.D., University of Notre Dame—Professor, Chemistry: physical chemistry, magnetic resonance spectroscopy and imaging

Marvin L. Illingsworth, BS, Lafayette College; Ph.D., University of Massachusetts—Professor, Chemistry: inorganic polymers, synthesis and characterization of coordination polymers, ferroelectric thin films, specialty materials

Michael A. Jackson, BS, MS, Ph.D., State University of New York at Buffalo—Associate Professor, Microelectronic Engineering: microelectronic device design, fabrication, and test-material characterization techniques, surface analytical instrumentation; vacuum processing, including CVD, plasma, and ion beam techniques, micromachining, ferroelectric thin films, amorphous silicon and polysilicon film deposition and characterization

Ronald Jodoin, BS, Worcester Polytechnic Institute; Ph.D., University of Rochester—Professor, Physics: optical properties of photoreceptor materials, experimental physics, electronics, microcomputer interfacing

Bruce Kahn, SB, University of Chicago; Ph.D., University of Nebraska—Assistant Professor, Imaging & Photographic Technology: photographic chemistry, imaging materials, scanning electron microscopy, surface science, inorganic chemistry, organo-metallic chemistry

Michael Kotlarchyk, BS, MS, Ph.D., Massachusetts Institute of Technology—Professor, Physics: characterization of structure and phase transitions in surfactant systems (micelles, microemulsions, and liquid crystals) using scattering techniques; mass and surface fractals in condensed matter systems, theories of liquids; chaos in simple nonlinear physical systems

Santosh Kurinec, BS, MS, Ph.D., University of Delhi—Department Head, Professor, Microelectronic Engineering: electronic materials, amorphous and semicrystalline materials, solid-state devices

Andreas Langner, BS, Ph.D., State University of New York at Buffalo—Professor, Chemistry: physical chemistry, polymer chemistry, theoretical chemistry and chemical engineering, transient spectroscopy, charge and energy transfer, diffusion and flow in polymeric gels and blends

Vem Lindberg, BS, University of Alberta; MS, Ph.D., Case Western Reserve University—Professor, Physics: deposition of metals onto polymeric substrates, effects of surface modification of polymer substrates on growth of PVD (physical vapor deposited) films, glow discharge and ion bombardment, stress in sputtered thin films, adhesion of PVD thin films, multilayer optical filters

Linda Meichle, BS, Massachusetts Institute of Technology; MS, Ph.D., University of Illinois—Associate Professor, Physics: magnetic materials and magnetic measurements, calorimetry, bulk transport measurements, properties of materials at or near phase transitions, critical phenomena

Massoud Miri, BS, MS, Ph.D., University of Hamburg—Associate Professor, Chemistry: polymerization mechanisms, polymer properties, catalysis

Ali **Ogut,** B.Ch.E., Hacettepe University, Turkey; MS, Ph.D., University of Maryland—Associate Professor, Mechanical Engineering: polymer processing, heat and mass transfer, rheology, transport phenomena

Ryne P. Raffaelle, BS, MS, Southern Illinois University; Ph.D., University of Missouri at Rolla—Professor, Physics: experimental solid state physics, chemically deposited thin film solar cells, thin film lithium batteries, EBIC, STOS, electrical and optical characterization of thin film semiconductors, semiconductor junctions and devices

Sannasi Ramanan, BS, BE, M.Tech., Ph.D., Indian Institute of Technology—Associate Professor, Electrical Engineering: semiconductor materials, IC processing, epitaxial growth of semiconductors, quantum-well heterostructures, simulation and design of solid state devices

K. S. V. **Santhanam,** BSc, MA, Ph.D., Sri Venketaswana University—Interim Director, Center for Materials Science and Engineering; Professor, Analytical Chemistry: organic conducting polymers, electrochemistry, sensors and carbon nanotubes

Bruce Smith, BS, MS, Ph.D., Rochester Institute of Technology—Professor, Microelectronic Engineering: 193 nm lithography, multilayer resist processing, attenuated phase shift mask materials

David A. **Sumberg,** BA, Utica College of Syracuse University; MS, Ph.D., Michigan State University—Associate Professor, Electrical Engineering: fiber optics and applications of fiber optics (polarization properties, microwave transmission on optical fiber, sensors, couplers); integrated optics (couplers, materials for integrated optics)

Gerald A. **Takacs,** BS, University of Alberta; Ph.D., University of Wisconsin—Professor, Chemistry: physical chemistry, chemical kinetics, photochemistry, atmospheric chemistry, plasma etching and modification of materials

I. R. Turkman, MS, Ph.D., Institut National des Sciences Appliquees—Associate Professor, Electrical and Microelectronic Engineering: susceptibility of microelectronic devices to damage from electrostatic discharges, CVD, sputtering, plasma-assisted etching processes

Jerome Wagner, BS, Case Institute of Technology; MS, Ph.D., University of Wisconsin—Professor, Physics: solid state physics, nuclear physics, medical physics, diagnostic nuclear medicine, defect properties in insulating materials, radiation-induced defects, color centers

Adjunct Faculty

John E. Carson, MS, Massachusetts Institute of Technology—Eastman Kodak Company, Rochester, N.Y.

Dennis H. Feduke, MS, P.E., Syracuse University—IBM, Endicott, N.Y.

George J. S. **Gau,** Ph.D., University of California, Berkeley—Eastman Kodak Company, Rochester, N.Y.

Mool C. Gupta, Ph.D., Washington State University—Eastman Kodak Company, Rochester, N.Y.

Henry J. Gysling, Ph.D., University of Delaware—Eastman Kodak Company, Rochester, N.Y.

J. Raymond Hensler, Ph.D., Pennsylvania State University—Director of Manufacturing Technology, Bausch and Lomb, Inc., Rochester, N.Y.

Merle N. **Hirsh,** Ph.D., The Johns Hopkins University—Plasma Resources

Robert Lord, MS, Syracuse University—Manager, IBM-Endicott, Endicott, N.Y.

Gerald F. Meyers, BS, University of Pittsburgh—Plant Metallurgist, Delco Products, General Motors Corporation, Rochester, N.Y.

J. William Sexton, BS, University of Rochester—Coordinator of Optics Contracts and New Opportunities Development, Eastman Kodak Company, Rochester, N.Y.

Tien-Kuei Su, Ph.D., University of Massachusetts—Supervisor, Mobil Chemical Corporation, Macedon, N.Y.

E. Wayne Turnblom, Ph.D., Columbia University—Manager, Materials Development and Manufacturing, Technical Operations, Graphics Imaging Systems Div., Eastman Kodak Company, Rochester, N.Y.

Edward G. **Williams,** MS, University of Rochester—Manager of Plastics Technology, Xerox Corporation, Rochester, N.Y.

Center for Imaging Science

Jonathan S. Arney, BS, Wake Forest University; Ph.D., University of North Carolina—Associate Professor, Imaging Science: characterization of optical and physical interactions between links and substrates in printing processes; image analysis applications in the conservation of works of art on paper and of photographs; image analysis of Paleozoic sedimentary layers

Roy S. **Berns,** BS, MS, University of California; Ph.D., Rensselaer Polytechnic Institute—Richard S. Hunter Professor, Color Science: spectral-based digital-image capture, digital archiving, and reproduction of works of art; art conservation science including pigment identification for inpainting and quantifying the optical properties of painting varnishes; spectral models and color profiles for multi-ink printing; colorimetry

Roger L. Easton, BS, Haverford College; MS, University of Maryland; MS, Ph.D., University of Arizona—Associate Professor, Imaging Science: application of imaging technologies to manuscripts of cultural importance; optical holography; digital and optical signal/image processing

Mark D. Fairchild, BS, MS, Rochester Institute of Technology; Ph.D., University of Rochester—Professor, Imaging Science and Color Science: color appearance perception and modeling; image quality metrics and models; image rendering; cross-media color reproduction

Ian Gatley, BSc, University of London; Ph.D., California Institute of Technology—Director; Professor, Imaging Science: systems integration

Richard Hailstone, BS, Northern Illinois University; MS, Indiana University—Associate Professor, Imaging Science: interaction between electromagnetic radiation and matter, photochemistry, computer simulation of imaging processes

Maria Helguera, BS, National Autonomous University of Mexico; MS, University of Rochester; Ph.D., Rochester Institute of Technology—Visiting Professor, Imaging Science: medical imaging, ultrasound tissue characterization, digital image processing

Joseph R Hornak, BS, Utica College of Syracuse University; MS, Purdue University; Ph.D., University of Notre Dame—Professor, Joint Appointment with Department of Chemistry: physical chemistry, magnetic resonance spectroscopy and imaging

Joel Kastner, BS, University of Maryland; MS, Ph.D., University of California—Associate Professor, Imaging Science: astronomical imaging, including x-ray, infrared and radio spectroscopy; young stars and planet formation; evolved stars and planetary nebulae

Ethan D. Montag, BA, University of Pennsylvania; Ph.D., University of California, San Diego—Assistant Professor, Imaging Science: color science, color vision, psychophysics, color tolerance, image quality, the use of color in visualization

Zoran Ninkov, BSc, University of Western Australia; MS, Monash University; Ph.D., University of British Columbia—Professor, Imaging Science: detector array development and characterization, development of novel astronomical instrumentation, studies of young stellar clusters, planetary detection

Noboru Ohta, BS, MS, Ph.D., Tokyo University—Xerox Professor, Imaging Science: color science, digital color imaging, color reproduction

Jeff Pelz, BFA, MS, Rochester Institute of Technology; Ph.D., University of Rochester—Associate Professor, Imaging Science: visual perception and cognition, understanding high-level visual processing by examining eye movements in the execution of complex tasks in natural environments

Navalgund Rao, MS, Banaras Hindu University; Ph.D., University of Minnesota—Associate Professor, Imaging Science: industrial and medical applications of ultrasound imaging, digital signal processing; modeling and analysis of medical imaging systems

Harvey E. **Rhody,** BSEE, University of Wisconsin; MSEE, University of Cincinnati; Ph.D., Syracuse University—Professor, Imaging Science: imaging algorithms

John Schott, BS, Canisius College; MS, Ph.D., Syracuse University—Frederick and Anna B. Wiedman Professor, Imaging Science: quantitative radiometric remote sensing, synthetic image generation, spectroscopy, calibration and atmospheric correction of satellites imaging systems, remote assessment of the Great Lakes water resources

Anthony Vodacek, BS, University of Wisconsin; MS, Ph.D., Cornell University—Assistant Professor, Imaging Science: applications of passive hyperspectral and active laser remote sensing for environmental characterization and monitoring; in-water radiometric measurements for characterizing water quality parameters; non-thermal techniques for wildland fire detection, monitoring, and prediction; model-based algorithms for inverting remote sensing data

Extended Graduate Faculty

Peter G. Anderson, BS, Ph.D., Massachusetts Institute of Technology—Professor, School of Computer Science

Sohail A. **Dianat,** BS, Aria-Mehr University, Iran; MS, Ph.D., George Washington University—Professor, Control Systems, Signal Processing

Lynn F. Fuller, BS, MS, Ph.D., State University of New York at Buffalo (Electrical Engineering)—Professor, Microelectronic Engineering

Roger S. Gaborski, BS, MS, State University of New York at Buffalo; Ph.D., University of Maryland—Associate Professor, Computer Science

Michael Kotlarchyk, BS, MS, Ph.D., Massachusetts Institute of Technology—Professor, Physics

Raghuveer Rao, BS, Mysore University, India; ME, Indian Institute of Science, Bangalore, India; **Ph**.D., University of Connecticut (Electrical Engineering)—Professor, Electrical Engineering

Andreas Savakis, BS, MS, Old Dominion University; Ph.D., North Carolina State University—Associate Professor, Digital Image Processing, Computer Vision

Bruce Smith, BS, MS, Ph.D., Rochester Institute of Technology—Professor, Microelectronic Engineering

Carlson Associates

Robert MacIntyre, BS, Boston University; MA, University of Rochester

Note: Prerequisites are within parentheses at the end of the course description.

Chemistry

1008-621   Advanced Instrumental Analysis Laboratory
A capstone course requiring students to develop experimental protocols to accomplish assigned experiments involving advanced techniques in instrumental analysis. Library, literature and textbook research will be required. Upon agreement with instructor, two to four major experimental techniques will be required. (Corequisite 1008-511 or 711) (1014-441,445) Lab 6, Credit 2 (F-X*, W)

1008-711   Advanced Instrumental Analysis
Theory, applications and limitations of selected instrumental methods in qualitative, quantitative and structural analysis. Topics include nuclear magnetic resonance, electrochemistry, surface methods and other modern instrumental methods. (1014-441,1013-432,436) Class 3, Credit 3 (F, W-X*)

1008-780   Theory of Microsensors & Actuators
This course gives a broad background to the theory and development of sensors at molecular and ionic levels. The mechanistic details of operation of the sensors and actuators limited to selected examples will be considered. Fundamental aspects related to chemical, biochemical, piezo resistive, magnetic, thermal and luminescent sensors will be discussed with an orientation towards development of innovative products. Control systems based on ion selectivity for biomedical applications will be dealt with rigorously. Special topics to be covered will be neuro transmitters, neural network and directional selectivity using conducting polymers. (Nanoscale physics and chemistry or permission of instructor) Class 4, Credit 4

1008-785   Laboratory Techniques for Microsensors & Actuators
This course is designed on practical aspects of fabrication measurement. It will discuss the construction and characterization of a few sensors and actuators. The practical limitation of the microsensors will be evaluated. (Nanoscale physics and chemistry or permission of instructor) Lab variable, Credit 2-4

1009-702   Biochemistry: Biomolecular Conformation & Dynamics
The first course in our graduate sequence in biochemistry. Molecular transport and enzymatic catalysis are related to the three-dimensional structures of biomolecules and the laws of thermodynamics. Also provides an introduction to membrane structure as preparation for the next course in the sequence (1009-703; Biochemistry: Metabolism). (Baccalaureate degree or permission of instructor) Class 3, Credit 3 (F-X*, W-X*)

1009-703   Biochemistry: Metabolism
Metabolic processes involved in energy consumption and production as well as the synthesis and degradation of biomolecules are discussed. Metabolic pathways are described in terms of thermodynamic principles, cellular localization and regulation mechanisms. Finally, the metabolic basis of several diseases is presented. (Baccalaureate degree or permission of instructor) Class 3, Credit 3 (F, S-X*)

1009-704   Biochemistry: Nucleic Acids & Molecular Genetics
Nucleic acid structures, including the classical Watson-Crick model for DNA are introduced. The flow of genetic information by replication (DNA to DNA), transcription (DNA to RNA) and translation (RNA to protein) as well as gene expression and regulation in prokaryotes are discussed. The methodology of new techniques, such as DNA sequencing and recombinant DNA, and their role in medicine and forensics are presented. The genetic aspects of viruses and oncogenes are also reviewed. (Baccalaureate degree or permission of instructor) Class 3, Credit 3 (S-X*)

1009-705   Biochemistry: Experimental Techniques
An introduction to the theory and practice of modern experimental biochemical laboratory techniques and concepts. The weekly one-hour lecture provides a theoretical framework for the various experimental techniques and includes a discussion of the properties of biomolecules and how those properties are exploited in the separation and characterization of the molecules. Practical laboratory techniques include: the preparation of buffers, centrifugation, gel exclusion chromatography, electrophoretic methods, and UV/visible and fluorescence spectrophotometry as applied to the isolation and characterization of proteins and nucleic acids, the manipulation of genetic material in E. *coli* will also be examined. Sometimes offered in power-lab format. (Baccalaureate degree) Class 1, Lab 6, Credit 3 (F)

1010-772   Special Topics
Advanced courses which are of current interest and /or logical continuations of the course already being offered. These courses are structured as ordinary courses and have specified prerequisites, contact hours and examination procedures. Recent courses taught as Special Topics include Nuclear Chemistry, Polymer Morphology, Advanced Chromatographic Methods, Applications of Computer Interfacing and Environment Chemistry. Class variable, Credit variable

1010-870   Chemistry Seminar
Matriculated students are required to attend the weekly chemistry seminar series and to present a one-hour seminar on a topic in chemistry. Credit 1

1010-877   External Research
Industrial internship research. Credit 1-16

1010-879   Research & Thesis Guidance
Guidance hours and credits to be arranged. Chemical research in a field chosen by the candidate, subject to approval of the department head and adviser. Credit variable

1010-879-99   Continuation of Thesis
Credit 0 or 1

1010-899   Independent Study: Chemistry
Credit variable

1010-999   Chemistry Graduate Co-op
Cooperative work experience for MS chemistry students. Credit 0

1011-707   Introduction to Intellectual Property
An introductory course on the fundamentals of intellectual property covering trade secrets, copyrights, confidentiality issues and patents. Students will write an invention disclosure and patent application based on knowledge gained in this course. In addition, students will understand intellectual property issues in corporate settings and in particular industries. (No prerequisites and thus it can not be counted as an upper level chemistry elective for BS or MS chemistry students) Class 3, Credit 3 (W-X*)

1012-764   Modern Inorganic Chemistry
Introduces the more sophisticated tools with which an inorganic chemist investigates inorganic molecules and materials. These physical methods are applied to inorganic reactions that distinguish the chemistries of the elements and to current research directions in the field. Oral presentation required. Literature project required for graduate credit. (1014-441) Class 4, Credit 4 (S)

1012-765   Preparative Inorganic Chemistry Laboratory
The chemistries of different areas of the periodic table are examined, advanced synthetic and characterization methods are utilized. (Inorganic chemistry or permission of instructor) Class 1, Lab 7, Credit 3 (W)

1013-730   Chemical Toxicology
Clinical and forensic aspects of abused drugs, including history, structure, classification, drug levels, metabolism and effects. Drug analysis methods: history, theory and practical applications of GLC, HPLC, GC/MS, UV spectrometry, TLC, IR, EIA, FPIA and stat tests. You are the drug chemist and the toxicologist in this multimedia experience. (College biology and chemistry, some biochemistry helpful or permission of instructor) Class 4, Credit 4 (offered alternate years; offered 1998-99) (W-X*)

1013-736   Spectrometric Identification of Organic Compounds
Theory and application of proton carbon and 2D nuclear magnetic resonance, infrared, mass spectrometry and ultraviolet spectra as applied to organic structure determination. (1013-433) Class 4, Credit 4 (W-X*)

1013-737   Advanced Organic Chemistry
Several of the following advanced topics in organic chemistry are covered: polyfunctional compounds, modern synthetic methods, anion chemistry, stereospecific syntheses, protecting group chemistry, total synthesis, with strong emphasis on recent chemical literature. (1013-433) Class 4, Credit 4 (F-X*)

1013-739   Advanced Organic Chemistry
Selected topics in physical organic chemistry including: techniques for elucidation of mechanism (kinetic, linear free, energy relationships, isotope effects), molecular orbital theory, electrocyclic reactions. (1013-433, 1014-443) Class 4, Credit 4 (offered alternate years; offered 2003-04) (S)

1013-832   Stereochemistry
Advanced treatment of steric relationships, conformational analysis and stereoisomerism in organic compounds. (1013-433, 1014-433) Class 4, Credit 4 (offered upon sufficient request)

X*: *course is offered at extended day hours (after 5 p.m.)*

1013-833 Heterocyclic Chemistry
A general treatment of heterocyclic chemistry. Syntheses and relative reactivities of heterocyclic compounds as demonstrated by their chemical reactions. (1013-433) Class 4, Credit 4 (offered upon sufficient request)

1014-730 Magnetic Resonance Imaging
An introduction to the principles of magnetic resonance imaging (MRI). The course covers spin physics, Fourier transforms, basic imaging principles, Fourier imaging, imaging hardware, imaging techniques, imaging artifacts, safety, and advanced imaging techniques. (1008-311, 1014-442, Calculus) Class 4, Credit 4 (S-X*)

1014-740 Basics of Pulsed NMR
An introduction to the principles of pulsed nuclear magnetic resonance (NMR) spectroscopy. Lectures on instrumentation, pulse sequences, Fourier transforms and artifacts are presented. (1008-311) Class 1, Credit 1 (F)

1014-741 Advanced Chemical Thermodynamics
A study of the basic fundamentals of thermodynamics, including an introduction to statistical mechanics and their use in deriving the interrelationships of thermodynamic functions. Thermodynamic properties of gases are calculated based on spectroscopic data. Theory of solutions and phase equilibria are discussed. (1014-443,1016-306) Class 4, Credit 4 (offered alternate years; offered 2003-04) (W-X*)

1014-742 Survey of Physical Chemistry
A study of the fundamental principles of physical chemistry for clinical chemistry and biotechnology students. Kinetic-molecular theory, quantum mechanics, spectroscopy, thermodynamics and kinetics are presented in application to the life sciences. Not acceptable for BS in chemistry. Class 3, Credit 3 (offered alternate years; offered 2003-04) (W-X*)

1014-743 Advanced Chemical Kinetics
Methods of investigating the kinetics of chemical reactions and the theories used to interpret their results. Focus on homogeneous reactions in gas and liquid phases. Discussions of references from recent chemical literature. (1014-443) Class 4, Credit 4 (offered alternate years; offered 2002-03) (W-X*)

1014-744 Advanced Quantum Mechanics
Review of basic quantum theory and models. Variation and perturbation methods, atomic and molecular orbital theory, emphasis on relationship of spectroscopy and quantum chemistry. (1014-442) Class 4, Credit 4 (offered alternate years; offered 2002-03) (S-X*)

1014-747 Principles of Magnetic Resonance
A series of lectures designed to introduce the principles of magnetic resonance spectroscopies with emphasis on pulsed nuclear magnetic resonance (NMR) spectroscopy. Topics covered include classical and quantum mechanical theory, Fourier transform techniques, pulse sequences, instrumentation, instrumental techniques and modern applications such as 2-D NMR and solid-state NMR. (1014-443; 1014-648) Class 4, Credit 4 (offered alternate years; offered 2003-04) (W-X*)

1014-750 Chemical Energetics
This course is designed to explore the fundamental concepts of energy flow using a systems approach. Foundation will be offered with respect to how molecular systems communicate using the flow of energy. This foundation will then be expanded and applied to the understanding of how energy transfer may be harnessed to achieve device function. Molecular wires, optical and thermal switches and sensors will all be built from the understanding of function on the molecular level. Application will be the focus of the course. The course is designed for the individual with only a basic exposure to chemistry who desires to know how molecules can be exploited to provide work. (Nanoscale physics and chemistry or permission of instructor) Class 4, Credit 4 (F)

1015-720 Environmental Chemistry
Environmental sources, reactions, transport, effects and fate of chemical species in air, soil, water and living systems are studied. (1014-443) Class 3, Credit 3 (offered alternate years; next offering 2002-03) (S-X*)

1015-721 Atmospheric Chemistry
The chemical composition of the Earth's atmosphere with emphasis on the role of the biosphere and the changes induced by human activity will be studied. Special emphasis will be placed on urban pollution, acid rain, stratospheric ozone depletion, and climate change. (1014-443) Class 3, Credit 3 (offered alternate years; next offering 2002-03) (S)

1029-701 Organic Chemistry of Polymers
Polymerization reactions that are used to prepare high molecular weight polymers and industrially important polymer chains, co-polymerization, graft polymer preparation and polymer degradation reactions are also considered. (1014-433) Class 4, Credit 4 (F-X*)

1029-702 Polymer Chemistry: Chains & Solutions
Although most polymeric materials find utility as solids, polymer fabrication and characterization techniques are generally liquid-phase processes. This course is concerned with the fundamental physical chemistry of polymers in liquid solutions. Topics to be addressed include: polymerization kinetics and chain structure, molecular weight distributions and determination, polymer solution thermodynamics and transport phenomena, and solution phase transitions. The study of polymeric solids is the focus of 1029-703. (Baccalaureate degree in science or engineering, or permission of instructor) Class 4, Credit 4 (offered every year) (S-X*)

1029-703 Polymer Chemistry: Properties of Bulk Materials
This course is designed to give the student with a chemistry or materials science background a thorough grounding in the main concepts which describe bulk polymer structure, behavior and properties and to give the student practical tools to predict them. Basic to the understanding of polymer behavior is the fact that it is time-dependent. To emphasize this idea, the course is designed to build up to a study of the thermo-mechanical behavior of viscoelastic materials. (Baccalaureate degree in a science or engineering, or permission of instructor) Class 4, Credit 4 (F-X*)

1029-704 Polymer Characterization Laboratory
Many students in the Chemistry and Materials Science and Engineering graduate programs are involved in polymer research. This course gives these students an opportunity to acquire proficiency in using the tools of polymer characterization. Techniques for studying 1) molecular weight distributions, 2) spectroscopic analysis of chemical structure, 3) thermal stability, 4) morphology and phase transitions, and 5) mechanical properties will be introduced and mastered. Students have the option to cover all the techniques taught in 1029-504 or they can concentrate on the techniques useful to their particular research topic. (Baccalaureate degree in a science or engineering discipline, or permission of the instructor) (offered alternate years; next offering 2003-04) (S)

1029-705 Preparative Polymer Chemistry
Students will carry out about eight experiments. They will conduct in about half of those experiments step-growth polymerizations, and in the other half chain-addition polymerizations. Among the polymers produced will be polyvinyl alcohol gel, Nylon 6-10, Nylon 11, polystyrene, high density polyethylene, linear low density polyethylene, copolymer of styrene and methyl methacrylate and polyurethane. The more specific types of polymerizations and reactions introduced will be: crosslinking of polymer, interfacial and bulk step-growth polymerizations, cyclopolymerizations, radical, ionic, and coordinative chain polymerizations. Instructors may add and/or delete polymer related experiments of their choice. The students in this course will also be primarily responsible to analyze the produced polymers and to use literature data to identify them. (1013-437) Lab 6, Credit 2 (offered alternate years; next offering 2002-03) (F)

Industrial & Applied Mathematics

1016-706 Advanced Differential Equations
This course provides a study of first order, linear high order and systems of differential equations and their applications in the physical sciences. Mathematical modeling will be used to illustrate the concepts. Applications and computer projects will be used to involve students in intense problem solving experiences. Topics such as existence, uniqueness, theory and methods of solutions, linear systems, stability, Sturm-Liouville problems and asymptotic methods of solution will be studied. (1016-306 or equivalent, 1016-331 desirable) Class 4, Credit 4

1016-715 Statistical Models for Bioinformatics
Organic evolution over thousands of years has provided us with one of the most complicated statistical models imaginable. This course will investigate some of the statistical models that have proved useful in analyzing biological information. Examples include Markov models, such as the Jukes-Cantor and Kimura evolutionary models and hidden Markov models, and multivariate models used for discrimination and classification. (1016-415 or permission of instructor) Class 4, Credit 4 (F)

X: course is offered at extended day hours (after 5 p.m.)*

1016-720   Complex Variables
This course introduces the student to the basic elements of calculus of complex valued functions of a complex variable. The major emphasis is on integration, with the goal of using these results to evaluate certain types of real integrals. The course includes the concept of analyticity, complex integration, Cauchy's integral theorem and integral formulas, Taylor and Laurent series, residues, real integrals by complex methods, and conformal mappings. (1016-305 or equivalent) Class 4, Credit 4 (F, W, SU)

1016-725   Stochastic Processes
An introduction to stochastic processes. Important random processes that appear in various applications are studied. It covers basic properties and applications of Poisson processes and Markov processes as well as applications in renewal theory, queuing models, and optimal stopping. (Advanced Calculus, Probability, Matrix Algebra) Class 4, Credit 4

1016-766   Optimization Theory
This course provides a study of the theory of optimization of linear and non-linear functions of several variables with or without constraints. Applications of this theory to solve problems in business, management, engineering, and the sciences are considered. Algorithms for practical applications will be analyzed and implemented. Students taking this course will be expected to complete applied projects and/or case studies. (1016-331 or equivalent, 1016-465 desirable) Class 4, Credit 4 (S)

1016-801   Numerical Linear Algebra
An introduction to the theoretical concepts and computational issues in linear algebra. Topics include: vector spaces; linear transformations; linear functional; polynomials; canonical forms; eigen-values; diagonalization; decompositions; rational and Jordan forms; iterative techniques; factorization algorithms; special matrices. Computing projects, involving user-written programs and/or software packages, will be part of the course work. (Advanced Calculus, Matrix Algebra, knowledge of a programming language) Class 4, Credit 4

1016-802   Methods of Applied Mathematics I
An introduction to some classical topics in mathematical analysis. Models arising in physics and engineering are introduced. Topics include: dimensional analysis and scaling; partial differential equations, classical techniques; Fourier series; integral transforms; orthogonal functions; wave phenomena in continuous systems. (Advanced Calculus, Differential Equations) Class 4, Credit 4

1016-803   Methods of Applied Mathematics II
This is a continuation of 1016-802 and deals with further applications of differential equations. Topics include: classification of partial differential equations; Laplace's equation; diffusion equations and their applications in physics and engineering. (1016-802) Class 4, Credit 4

1016-804   Numerical Methods for Stochastic Models
This course covers the algorithmic and numerical aspects of analyzing stochastic processes. Emphasis here is on computing the solutions to the systems represented by stochastic processes and identifying their probabilistic interpretations. Topics include: queuing models; examples from communications networks and manufacturing systems; reliability models; simulation; approximation methods. (1016-725,1016-801) Class 4, Credit 4

1016-859   Topics in Applied Mathematics
This course covers some topics that are not covered in the regular courses and are not offered in other departments. This course may be used to study other areas of applications in the student's concentration. A wide variety of topics may be offered. Some examples are: reliability models; biological models; calculus of variations; computational probability; and dynamical systems. (Consent of the adviser and the instructor) Class 4, Credit 4

1016-879   Thesis or Project Work
This is the capstone of the program in which the student works on a problem in applied mathematics under the guidance of the Advisory Committee. A formal written proposal of the problem to be studied must be presented before embarking on the project. A written report and an oral defense of the project/thesis are required at the completion of the work. This course may be repeated for a maximum of 12 quarter credit hours. (Consent of the adviser)

1016-899   Independent Study
A topic of special interest to the student and related to the student's area of concentration may be taken for independent study with the approval of the adviser and the instructor who will offer the course. The student submits a proposal for independent study to the Advisory Committee for consideration and approval. (Consent of the adviser and the instructor) Credit variable (maximum of 4 credits/quarter)

Clinical Chemistry

1023-705   Mechanisms of Disease
Mechanisms of cellular injury, the healing process, atherosclerotic heart disease, hypertension, infectious disease, and many other disease states are presented. Class 4, Credit 4 (offered alternate years) (S)

1023-712   Statistics & Quality Control
The principles of statistics as applied to biomedical research, manufacturing of reagents for the clinical laboratory, and as applied to the clinical laboratory analysis are studied. Using a problem-oriented approach to probability; normal values; analysis of variance; and quality control; as well as the relationship of these procedures to patient care are studied. Class 3, Credit 3 (offered alternate years) (S)

1023-722   Clinical Laboratory Computer Applications
Computerized office management and administrative techniques are discussed with emphasis on PCs. The basic concepts of data processing and spread sheets; design, evaluation, and the utilization of computer systems in both hospital and clinical laboratories; and the legal aspects of biomedical data processing are studied. Class 3, Credit 3 (offered alternate years) (S)

1023-820   Advanced Clinical Chemistry I
Electrolytes, acid-base physiology, renal function, trace metals, lipids, carbohydrate metabolism, enzymes, and various standard methods are covered. Class 4, Credit 4 (offered alternate years) (F)

1023-821   Advanced Clinical Chemistry II
A study of the concepts and applications of therapeutic drug monitoring, pharmacokinetics, toxicology, inherited disorders of metabolism, liver function tests, protein measurement, hepatitis, porphyrias, vitamins, pediatric clinical chemistry, geriatric clinical chemistry and gene probes. Class 4, Credit 4 (offered alternate years) (W)

1023-822   Advanced Clinical Chemistry III
A survey of endocrinology and of the immunoassay methods used in performing endocrine assays. The endocrine systems covered include the thyroid, the adrenals, calcium metabolism, growth hormone, the human reproductive system and the fetal-placental unit. Class 4, Credit 4 (offered alternate years) (F)

1023-823   Advanced Clinical Chemistry IV
Introduces the student to the types of instrumentation and analytical methods commonly found in the clinical laboratory. Instrumentation and methods covered include UV-visible spectroscopy, immunoassay, GC-MS, HPLC, TLC, fluorometry, atomic absorption spectroscopy, electrophoresis, osmometry, nephelometry and multi-analyzers. The laboratory component serves to provide hands-on experience in these types of procedures and measurements. Class 3, Lab 3, Credit 4 (offered alternate years) (W)

1023-870   Clinical Chemistry Seminar
Credit 1 (W)

1023-872   Special Topics: Clinical Chemistry
In response to student and/or faculty interest, special courses that are of current interest and/or logical continuations of regular courses are presented. These courses are structured as ordinary courses with specified prerequisites, contact hours and examinations. Class variable, Credit variable (offered upon sufficient request)

1023-877   External Clinical Chemistry Research
Research carried out in a laboratory outside of the College of Science. Prior to the initiation of external research, a proposal from the student as well as a commitment of support and direction from the laboratory are evaluated. Credit variable

1023-879   Clinical Chemistry Research
Research carried out in the College of Science laboratories under the direction of RIT faculty members. The amount of credit awarded for such projects is determined after evaluation of a research proposal. Credit variable 1-16

1023-899   Clinical Chemistry: Independent Study
Individual projects or studies carried out under the direction of a faculty member. Study objectives and design are developed through faculty-student interaction with evaluation and credit to be awarded determined after review of a study proposal. Credit variable

1023-999   Clinical Chemistry Graduate Co-op
Cooperative work experience for MS clinical chemistry students. Credit 0

Materials Science & Engineering

1028-701   Introduction to Materials Science
The course provides an understanding of the relationship between structure and properties for development of new materials. Topics include atomic and crystal structure, crystalline defects, diffusion theories, strengthening mechanisms, ferrous alloys, cast irons. Structure of ceramic and polymeric materials and corrosion principles. (Graduate standing or permission of instructor) Class 4, Credit 4 (F)

1028-702   Introduction to Polymer Science
A study of the chemical nature of plastics detailing the relationships between polymerization conditions, structure and properties in both the solid and fluid states. (1028-701 or equivalent) Class 4, Credit 4 (W)

1028-703   Solid State Science
Survey of topics in the physics of solids. Included are crystal symmetry, structure and binding; mechanical, thermal and electrical properties of insulators, semiconductors and conductors, including band theory. (1028-704 or equivalent) Class 4, Credit 4 (W)

1028-704   Introduction to Theoretical Methods
Treatment of waves and fields; selected topics of interest in electrodynamics and fluid mechanics; statistical mechanics; Maxwell-Boltzmann, Bose Einstein and Fermi-Dirac distributions and their applications. (Graduate standing and permission of instructor) Class 4, Credit 4 (F)

1028-705   Introduction to Experimental Techniques
Introduction to laboratory equipment for hardness testing, impact testing, tensile testing, x-ray diffraction and thermal treatment of metallic materials. Experiments illustrating the characterization of high molecular weight organic polymers are conducted. (1028-701 and 702 or equivalents) Class variable, Lab variable, Credit 4 (S)

1028-706   Experimental Techniques: Thin Films
Production of thin films of metals and dielectrics by physical vapor deposition. Lectures cover vacuum systems, evaporation, sputtering, nucleation and growth of thin films, analysis and characterization of thin films, and application of thin films. Laboratories cover use of vacuum systems in evaporation and sputtering and some methods of characterizing the thin films thus produced. (Permission of instructor) **Class variable, Lab variable, Credit 4**

1028-707   Experimental Techniques: Microscopy & Spectroscopy
An in-depth look at various techniques used to characterize thin film materials. Lectures will cover resistivity measurements, ellipsometry, reflectance techniques, optical microscopy, electron microscopy, and scanning probe microscopy. The lab provides hands-on training in these techniques and is conducted in the cleanroom housed in the Center for Microelectronic Engineering. Students will be required to perform an in-depth study on a material of their choice using these techniques or to research an associated technique not covered in lecture. (Permission of instructor) **Class variable, Lab variable, Credit 4**

1028-708   Experimental Techniques
Provides an in-depth integrated approach to the analysis, investigation, and development of materials, concentrating on specific types or classes. **(1028-701** or equivalent) **Class variable, Lab variable, Credit 4**

1028-710   Materials Properties & Selection
Study of the principles of material behavior as applied to design. Application of materials according to these principles is stressed. Ferrous, nonferrous, and nonmetallic materials are considered. **(1028-701** or equivalent) **Class 4, Credit 4**

1028-714   Glass Science
Topics include the structure and properties of glass, applied areas such as glass melting and processing and various technological applications of glass. (1028-**701** or equivalent; **1028-704) Class 4, Credit 4**

1028-717   Material Degradation: Corrosion
This course introduces the basic electrochemical nature of corrosion considers the various factors that influence the rate of corrosion in a variety of environments. Various means of controlling corrosion are considered. **(1028-701** or equivalent) **Class 4, Credit 4**

1028-720   Organic Polymers
Meets the needs of students in the area of organic chemistry related to synthesis, polymerization mechanism, structures, stereochemistry of reactions of organic polymers and their industrial usage. **(1028-702** or equivalent) **Class 4, Credit 4**

1028-721   Physical Chemistry of Polymers
A study of the theoretical and experimental methods available for designing plastics products and selecting appropriate materials, with special emphasis on the interrelationships between materials, product design, tooling construction and manufacturing producibility. **(1028-702** or equivalent) **Class 4, Credit 4**

1028-722   Polymer Processing
A study of the basic principles and methods involved in the technology of processing polymeric materials, including treatments of heat transfer, mass transfer, mixing and shaping or molding of these materials. **(1028-702** or equivalent) **Class 4, Credit 4**

1028-730   Optical Properties of Materials
Fundamentals of geometrical and physical optics, interaction of radiation with matter, dielectrics and thin films, introduction to electro-optic and acousto-optic effects. **(1028-704** or equivalent) **Class 4, Credit 4**

1028-733   Magnetic Properties of Materials
Magnetostatics, creation and measurement of magnetic fields, galvano-magnetic and magneto-optic effects, magnetic materials, applications. **(1028-701** and **704** or equivalents) **Class 4, Credit 4**

1028-734   Advanced Optics
Lasers: theory, types and construction; optics of metals; multilayer dielectrics; electro- and acousto-optic modulators and deflectors; optical detectors. (1028-**730** or equivalent) **Class 4, Credit 4**

1028-736   Amorphous & Semicrystalline Materials
Electrical, thermal and optical properties of amorphous materials; model of conduction. **(1028-701, 703, 704** or equivalents) Class **4,** Credit **4**

1028-740   **Nuclear Science & Engineering**
Systemics of the atomic nuclei, radioactivity, nuclear reactions, fission, nuclear reactor principles, designs, materials and safety. (1028-701 and 704 or permission of instructor) **Class 4, Credit 4**

1028-760   **Plasma Science**
An introduction to plasma science; a study of the basic phenomena and application of plasma to etching, deposition, polymerization, plasma production of materials, analytical emission spectroscopy and atmospheric science. (1028-701 or equivalent) **Class 4, Credit 4**

1028-770   **Physics & Chemistry of IC Processing**
Study of the various processing steps used in integrated circuit fabrication technology with special emphasis on diffusion, thermal oxidation, ion implantation and plasma-assisted deposition and etching processes. Process modeling using SUPREM. **(1028-703** or permission of instructor) **Class 4, Credit 4**

1028-800   **Special Topics**
In addition to in-depth study of any of the courses listed under Elective Courses, special topics may be selected from such areas as elastomers, organometallics, radiation damage, processing of materials, superconductivity, sensors and actuators, etc. (Permission of instructor) **Class variable, Credit 4**

1028-877   **External Research**
Research using equipment and facilities at a site other than **RIT.** Prior to enrollment in the course, a proposal from the student that includes a letter of support from the host facility is evaluated for determination of credit to be awarded upon successful completion of the project. A total of 8 quarter credit hours, with a maximum of 4 quarter credit hours per quarter, can be applied toward the MS degree. For matriculated MSE students employed full time by local companies. (Permission of program director) **Credit variable**

1028-879   **Research & Thesis Guidance**
A project involving research on a topic in materials science and engineering. An oral examination and written thesis are required. **Credit variable**

1028-890   **Seminar**
Required for completion of the program and involves a one-hour presentation on some topic in materials science in engineering. **Class variable, Credit 1 (F, S)**

1028-899   **Independent Study**
This course number should be used by students wishing to study a topic on an independent study basis. (Permission of instructor) **Credit variable**

Color Science

1050-701   **Vision & Psychophysics**
This course provides an overview of the human visual system and psychophysical techniques used to investigate it. The optical, sensory, and neural aspects of vision and image quality are treated. Topics include color vision, adaptation, sensor response functions, neural networks, and an introduction to electro-optical and computational analogs. **Class 4, Credit 4 (F)**

1050-702   **Applied Colorimetry**
An introduction to the measurement and specification of color. The CIE system of colorimetry is presented with an emphasis on its practical application to common problems in quality control, reproduction and imaging. Topics include color perception, photometry, trichromatic theory, color matching mathematics, obtaining colorimetric data through measurement, color quality spaces, deriving industrial tolerances, and an introduction to device independent color. **Class 4, Credit 4 (F)**

1050-703   **Color Appearance**
This course is for students who have an understanding of the applications of colorimetry. It presents the transition from the measurement of color patches and differences to the description and measurement of color appearance. This seminar course is based mainly on review and discussion of primary references. Topics include appearance terminology, appearance phenomena, viewing conditions, chromatic adaptation and color appearance modeling. (1050-702) Class **3,** Credit **3 (W)**

1050-721   **Color Measurement Lab I**
An in-depth treatment of the instrumentation and standardization required for accurate, precise measurements of optical radiation. The optical properties of objects and radiation sources will be covered. Optical and electronic design of spectroradiometric and spectrophotometric instrumentation is discussed in detail. The use of standard reference materials for calibration and evaluation of instrumentation is explored. The laboratory is heavily stressed, with students fully analyzing the design and performance of various instruments. **Class 1, Lab 3, Credit 2 (F)**

1050-722   **Color Measurement Lab II**
Course stresses technical writing and scientific reasoning applied in a laboratory environment. Laboratories include: precision and accuracy analysis of color measuring instrumentation, measuring observer metamerism, color tolerance psychophysics, and building a colorimeter. (1050-701,1050-711) **Credit** 2

1050-751   **Special Topics**
Advanced topics of current interest, varying from quarter to quarter, selected from the field of color science. Specific topics announced in advance. (Not offered every quarter. Consult the color science graduate program coordinator.) Credit **variable**

1050-752   **Special Topics**
Advanced topics of current interest, varying from quarter to quarter, selected from the field of color science. Specific topics announced in advance. (Not offered every quarter. Consult the color science graduate program coordinator.) **Credit variable**

1050-753   **Special Topics**
Advanced topics of current interest, varying from quarter to quarter, selected from the field of color science. Specific topics announced in advance. (Not offered every quarter. Consult the color science graduate program coordinator.) **Credit variable**

1050-799   **Independent Study**
An independent project in an area of color science not covered in the available courses. This project can be experimental research, literature review, or other appropriate work. This course requires a formal proposal and a faculty sponsor. **Credif variable**

1050-801   **Color Science Seminar**
A seminar course in which students will study the literature in particular areas of color science and present that material to the class. Topics will be based on student interest and current issues in the field. Available to color science MS students or by permission of the instructor. May be taken more than once for credit with permission of coordinator. (1050-701, 702, 703, 722) **Class** 3, **Credit** 3 **(F)**

1050-813   **Color Modeling**
This course explores mathematical techniques for predicting the coloring of absorptive systems including polymers, textiles, paper (impact and non-impact), and coatings, and the modeling of additive systems such as self-luminous displays. Emphasis is placed on Kubelka-Munk turbid media theory for opaque and translucent systems, Grassmann's laws for additive systems, and the Yule-Nielsen spectral Neugebauer model for halftone systems. Accompanying laboratory stresses the use of multivariate statistics and nonlinear optimization to model colorant behavior. Class **4,** Credit **4 (S)**

1050-840   **Color Science: MS Project**
An independent project in an area of color science that serves as the major culminating experience for students in the Graduate Project Option of the color science MS program. This project can be an experiment, critical literature review, demonstration or other appropriate work. This course requires a formal proposal and faculty sponsor; a written technical report and oral presentation of the results. Credit 4

1050-890   **Research & Thesis**
Thesis based on experimental evidence obtained by the candidate in an appropriate topic as arranged between the candidate and the coordinator of the program. Credit **9** (minimum for **MS)**

1051-999   **Color Science Graduate Co-op**
Cooperative work experience for graduate color science students. **Credit 0**

A hyperspectral image of Irondequoit Bay created by RIT's airborne modular imaging spectrometer instrument (M1SI)

Imaging Science

1051-706,707,708   **Introduction to Imaging Science**
This course is focused on familiarizing students with research activities in the Carlson Center, research practices in the university, research environment and policies and procedures impacting graduate students. The course is coupled with the research seminar sponsored by the Center for Imaging Science (usually weekly presentations). The students are expected to attend and participate in the seminar as part of the course. The course will also address issues and practices associated with technical presentation and technical writing. Credits earned in this course apply to research requirements. **Class 1, Credit 1 (F, W, S)**

1051-711   **Basic Principles of Imaging Science I**
This course, the first in a two-quarter sequence, provides the student with a basic understanding of the scientific principles associated with electromagnetic radiation propagation, image capture and formation, and image processing used to reproduce or display images. The first part of the course focuses on the image capture stage of the imaging chain. The fundamentals of the interaction between light and matter are covered. These concepts are then used to understand the operation and limitation of detectors, including charge-coupled devices, and conventional film. The latter part of the course focuses on the image display stage of the image chain. Both mean level and spatial properties are discussed. The final part of the courses ties together the basic principles covered and uses these to understand system design optimization. Also offered online. (Credit or coregistration in **1051-716) Class 4,** Credit **4 (F)**

1051-712   **Basic Principles of Imaging Science II**
This course is the second in a two-quarter sequence that completes a detailed description of the elements of the imaging chain and their interrelationships. In the first module of the course, a basic description of optics is provided starting from electromagnetic principles. In the second module, fundamental techniques for image processing are described, tying in elements from optics, detector physics, and image display. In the final module, the human vision system and color perception are discussed. Also offered online. (Credit or coregistration in 1051-717) **Class 4, Credit 4 (W)**

1051-713   **Noise & Random Processes**
The purpose of this course is to develop an understanding and ability in modeling noise and random processes within the context of imaging systems. The focus will be on stationary random processes in both one dimension (time) and two dimensions (spatial). Power spectrum estimation will be developed and applied to signal characterization in the frequency domain. The effect of linear filtering will be modeled and applied to signal detection and maximization of SNR. The matched filter and the Wiener filter will be developed. Signal detection and amplification will be modeled, using noise figure and SNR as measures of system quality. At completion of the course, the student should have the ability to model signals and noise within. Also offered online. Class **4,** Credit **4** (S)

1051-714   Information Theory **for** Imaging Systems
This course develops a basic understanding of the efficient representation of information for storage and transmission. Classical concepts of information theory are developed and applied to image compression, storage and transmission. The intent is to develop a foundation for the efficient handling of image-based information in imaging systems. Also offered online. **Class 4,** Credit **4 (offered alternate years, offered 2002-03)** (S)

1051-716   **Linear Image Math I**
This course develops the mathematical methods required to describe continuous and discrete linear systems, with special emphasis on tasks required in the analysis or synthesis of imaging systems. The classification of systems as linear/nonlinear and shift variant/ invariant is discussed first, followed by development and use of the convolution integral. This is followed by a discussion of Fourier methods as applied to the analysis of linear systems, including the Fourier series and Fourier transform. Emphasis is placed on the physical meaning and interpretation of these transform methods. Image sampling and quantization is introduced and discrete convolution and Fourier transform is considered. Within the context of image analysis, imaging systems as a linear filter, image enhancement and information extraction and several basic image processing techniques are also introduced. Also offered online. **Class 4, Credit 4** (F)

1051-717   **Linear Image Math II**
This course continues the development of mathematical methods required to describe continuous and discrete linear systems that was begun in 1051-716, with emphasis placed on the use of discrete models of imaging systems. The various types and effects of quantization are considered first, followed by discussions of common means to process sampled and quantized images. The use of linear models of imaging systems is considered, including the discussion of the valid limiting cases of optical imaging in coherent and incoherent light. The course concludes with discussions of various applications of the mathematical models. Also offered online. (1016-716) **Class 4, Credit 4 (W)**

1051-721   **Imaging Laboratory I**
This three-quarter laboratory is designed to parallel the Basic Principles of Imaging Science I, II, and Noise and Random Processes core requirements. It provides hands-on experience with imaging materials and devices, digital imaging techniques, electro-optical devices, and other imaging modalities. It is intended to reinforce course work and provide the student exposure to, and facility with, a broad variety of instrumentation and analytical methods. In addition, statistical methods of data analysis will be introduced and utilized. **Class 1, Lab 3, Credit 1 (F)**

1051-722   **Imaging Laboratory II**
This three-quarter laboratory sequence is designed to parallel the Basic Principles of Imaging Science I, II, and Noise and Random Processes core requirements. It provides hands-on experience with imaging materials and devices, digital imaging techniques, electro-optical devices, and other imaging modalities. It is intended to reinforce course work and provide the student exposure to, and facility with, a broad variety of instrumentation and analytical methods. In addition, statistical methods of data analysis will be introduced and utilized. **Class 1, Lab 3, Credit 1 (W)**

1051-723   Imaging Laboratory III
This three quarter laboratory sequence is designed to parallel the Basic Principles of Imaging Science I, II, and Noise and Random Processes core requirements. It provides hands-on experience with imaging materials and devices, digital imaging techniques, electro-optical devices, and other imaging modalities. It is intended to reinforce course work and provide the student exposure to, and facility with, a broad variety of instrumentation and analytical methods. In addition, statistical methods of data analysis will be introduced and utilized. Class 1, Lab 3, Credit 1 (S)

1051-726   Computing for Imaging Science
A course to prepare graduate students in science and engineering to use computers as required by their disciplines. Covers: the organization and programming of computers at various levels of abstraction (e.g. assembly, macros, high-level languages, libraries), advanced programming techniques, the design, implementation, and validation of large computer programs, modern programming practices, introduction to a programming environment and to a variety of programming languages. Programming projects will be required. Also offered online. Class 4, Credit 4 (W)

1051-728   Design & Fabrication of Solid State Cameras
The purpose of this course is to provide the student with hands-on experience in building a CCD camera. The course provides the basics of CCD operation including an overview, CCD clocking, analog output circuitry, cooling, and evaluation criteria. Class 1.5, Lab 7.5, Credit 4 (W)

1051-731   Principles of Chemical Imaging I
This course provides the student with a basic understanding of the principles of chemical imaging. The physical and chemical principles required for studying chemical imaging are reviewed. The phenomenon and mechanism of reciprocity law failure are illustrated. Emphasis is on relating the underlying principles of physics and chemistry to the metrics of system performance. Technologies to be covered include ink jet and thermal printing. Class 4, Credit 4 (offered alternate years) (F)

1051-732   Principles of Chemical Imaging II
A continuation of 1051-731 providing the student with a basic understanding of the principles of chemical imaging. Emphasis is on relating the underlying principles of physics and chemistry to the metrics of system performance. Chemical imaging technologies to be covered include electrophotographic, silver halide, and polymer. Spatial properties of chemical images are related to their underlying physics and chemistry. Class 4, Credit 4 (offered alternate years) (W)

1051-736   Geometrical Optics
This course leads to a thorough understanding of the geometrical properties of optical imaging systems. A method is developed of performing a first-order design of an optical system, applicable to uniform and gaussian beams. The following topics are included: paraxial optics of axisymmetric systems, Gaussian optics (cardinal points, pupils and stops, optical invariant), propagation of energy through lens systems, basic optical instruments and components, gradient index optics, finite raytracing, introduction to aberrations, geometrical optics of gaussian beams. Also offered online. Class 3, Lab 3, Credit 4 (F in-class, S online)

1051-737   Physical Optics
The wave properties of light and their application to imaging systems and metrology. Polarization, birefringence, interference and interferometers, spatial and temporal coherence, scalar diffraction theory are covered. **(1051-717)** Class 4, Credit 4 (W)

1051-738   Optical Image Formation
This course presents a unified view of the formation of images and image quality of an optical system from an applications viewpoint, but with a strict mathematical development. Topics covered are: geometrical and diffraction theory of aberrations, image quality criteria and MTF, MTF tolerance theory, image formation with coherent light. Throughout the course, the problem of image formation is treated also in its inverse form of designing an optical imaging system that satisfies a given set of specifications. (1051-737) Class 3, Lab 3, Credit 4 (S)

1051-739   Principles of Solid State Imaging
This course covers the basics of solid state physics, electrical engineering, linear systems and imaging needed to understand modern focal plane array design and use. This course emphasizes knowledge of the working of infrared arrays. (Optics, Linear Systems) Class 4, Credit 4 (F)

1051-742   Testing Focal Plane Arrays
An introduction to the techniques used for the testing of solid state imaging detectors such as CCDs, CMOs, and Infrared Arrays is provided. Focal plane array users in industry, government, and university need to ensure either that key operating parameters for such devices fall within an operating range or that the limitation to the performance is understood. This is a hands-on course where the students will measure the performance parameters of a particular camera in detail. While this course can be taken individually, students will obtain maximum educational value by taking it as the third part of a sequence of imaging science courses preceded by 1051-739, Principles of Solid State Imaging Arrays, and then 1051-728, Design and Fabrication of a Solid State Camera. (Graduate status in imaging science or permission of instructor) Class 2, Lab 6, Credit 4 (S)

1051-749   Color Reproduction
This course presents the concepts required for an understanding of the relationships between mean-level input and output in various color imaging systems. Analog, digital, and hybrid color imaging systems will be covered. Special emphasis will be given to mean-level reproduction in photography, printing, and television. Offered online. Credit 4 (W)

1051-750   Hyperspectral Imaging & Synthetic Image Generation
This course will be divided into two parts. Half will focus on hyperspectral imaging. It will start with the physical and chemical phenomena that cause spectral signatures and trace spectral imaging through sensing by imaging spectrometers and analysis with specialized algorithms for handling spectrally rich data. The other half of the course will have more of a seminar flavor and will focus on Synthetic Image Generation (SIG). Several SIG models will be reviewed by the class and compared to the DIRSIG model that will be treated in detail as a point of reference for other models. A particular emphasis will be placed on the potential for using SIG to model the hyperspectral phenomena. (Permission of instructor) Class 4, Credit 4

1051-751   Special Topics: Imaging Science
Advanced topics of current interest, varying from quarter to quarter, selected from the field of imaging science. Specific topics announced in advance. (Not offered every quarter. Consult the imaging science graduate program coordinator.) Credit variable

1051-752   Special Topics: Imaging Science
Advanced topics of current interest, varying from quarter to quarter, selected from the field of imaging science. Specific topics announced in advanced. (Not offered every quarter. Consult the imaging science graduate program coordinator.) Credit variable

1051-753   Special Topics: Imaging Science
Advanced topics of current interest, varying from quarter to quarter, selected from the field of imaging science. Specific topics announced in advanced. (Not offered every quarter. Consult the imaging science graduate program coordinator.) Credit variable

1051-756   Introduction to Electrophotographic Materials & Processes
An introduction to materials and processes in electrophotography. Topics include an historical development of electrostatic and electrophotographic imaging, surface deformation imaging, and current topics in electrophotographic and related processes. Class 4, Credit 4 (F)

1051-757   Fundamentals of Electrophotography
This course describes the physical basis for field variation electrophotography, and the fundamentals of xerographic system design and analysis. Topics covered include calculation of development fields, the mathematical and physical basis for viscosity-controlled and adhesion-controlled development, the physical basis for charging and discharging photoconductors, and system optimization of the xerographic process. (1051-756) Class 4, Credit 4 (W)

1051-758   Electrophotographic Systems
Basic principles and techniques in engineering design and analysis of electrophotographic copiers, input scanners, raster output scanners, and other solid state electronic printing devices. Emphasis will be given to such topics as reliability, systems optimization, quality control, and print and copy quality. (1051-**757)** Class 4, Credit 4 (S)

1051-761   Principles of Remote Sensing & Image Analysis
An introduction to radiometric concepts as they relate to remote sensing. The emphasis is on aerial and satellite imaging systems operating from 0.4 -20 um. After a brief review of the field, the basic radiometry concepts needed for remote sensing are introduced and a governing equation for radiance reaching the sensor is carefully derived. Class 4, Credit 4 (F)

1051-762 Remote Sensing & Image Analysis II
The problem of inverting recorded image data to surface reflectance on temperature values is treated using a variety of techniques, including the use of ground truth, "in scene" methods, and radiation propagation models. Multispectral digital image processing methods are introduced and their utility in various remote sensing applications considered. The potential for including multiple sources of data in image analysis is treated through consideration of multispectral image data fusion and the use of geographic information systems. (1051-761) Class 4, Credit 4 (W)

1051-763 Remote Sensing & Image Analysis III
Analysis of digital remotely sensed images is treated with emphasis on multi-spectral analysis techniques. This includes consideration of multivariate discriminate analysis and principal components for material identification and analysis. Special topics such as radar, Fraunhofer line discriminator, hierarchical classifiers will also be treated. Class 4, Credit 4 (S)

1051-765 Remote Sensing Systems
This course is designed to draw on the student's knowledge of linear system theory, digital image processing, and noise concepts and apply it to an end-to-end system in an area associated with remote sensing. Generalized concepts from these fields will be focused to show how they can be applied to solve remote sensing image analysis and systems design and evaluation problems. An overriding objective is on the application of theory to practice. (Permission of instructor) Credit 4

1051-774 Vision & Psychophysics
This course provides an overview of the human visual system and psychophysical techniques used to investigate it. The optical, sensory, and neural aspects of vision and image quality are treated. Topics include color vision, adaptation, sensor response functions, neural networks, and an introduction to electro-optical and computational analogs. Also offered online. Class 4, Credit 4 (F)

1051-775 Applied Colorimetry
An introduction to the measurement and specification of color. The CIE system of colorimetry is presented with an emphasis on its practical application to common problems in quality control, reproduction, and imaging. Topics: color perception, photometry, trichromatic theory, color matching mathematics, obtaining colorimetric data through measurement, color quality spaces, deriving industrial tolerances, and an introduction to device independent color. Also offered online. Class 4, Credit 4 (F)

1051-776 Color Modeling
This course explores mathematical techniques for predicting the coloring of absorptive systems including polymers, textiles, paper (impact and non-impact), and coatings, and the modeling of additive systems such as self-luminous displays. Emphasis is placed on Kubelka-Munk turbid media theory for opaque and translucent systems and on Grassmann's laws for additive systems. Accompanying laboratory stresses the use of commercial computer colorant formulation systems and the use of multivariate statistics to model colorant behavior. (1051-774,1050-721, 722) Class 4, Credit 4 (S)

1051-777 Color Reproduction Optimization Methods
Color imaging systems such as color television, printing and photography require optimal spectral characteristics for each component forming the system in order to achieve high quality color images. Numerical optimization techniques currently employed in industries such as color photography or color digital cameras are presented. The course focuses on the optimization of three subtractive color primaries and three spectral sensitivities employed in color photography and color digital cameras, respectively. The contents may be modified according to the depth of understanding and the progress of students. (1051-775) Class 4, Credit 4 (S)

1051-779 Astronomical Instrumentation & Techniques
This course provides an in-depth look at various pieces of instrumentation used in many low light imaging applications with emphasis on astronomical requirements. Aspects of hardware, systems analysis, and performance calculation will be covered. Class 4, Credit 4 (offered occasionally) (S)

1051-782 Introduction to Digital Image Processing
After a brief review of 2-dimensional signal processing, the course discusses the processing of images on a computer. It includes methods of contrast manipulation, image smoothing, and image sharpening using a variety of linear and non-linear methods. Also discussed are methods of edge and line enhancement and detection, followed by techniques of image segmentation. The course concludes with a discussion of image degradation models and image restoration. Also offered online. Class 4, Credit 4 (F)

1051-784 Digital Image Processing: Spatial Pattern Recognition
This course develops a fundamental understanding of adaptive pattern recognition and a basic working knowledge of techniques that can be used in a broad range of applications. Inherent in adaptive pattern recognition is the ability of then system to learn by supervised or unsupervised training, or by competition within a changing environment. The effectiveness of the system depends upon it structure, adaptive properties and specifics of the application. Particular structures that are developed and analyzed include statistical PR, clustering systems, fuzzy clustering systems, multilayered perceptions (with a variety of weight training algorithms), and associative memory systems. The goal is to gain both a fundamental and working knowledge of each kind of system and the ability to make a good system selection when faced with a real application design. Also offered online. Class 4, Credit 4 (W in-class, S online)

1051-786 Advanced Digital Image Processing
This course investigates algorithms and techniques for a variety of imaging applications. The techniques build on the background that is established in the course 1051-782, Introduction to Digital Image Processing, which focuses on basic image processing methods. The course is taught using a lecture and group project format, in which the lectures focus on advanced techniques and provide applications of their use in selected applications. The group projects enable students to work on substantial designs that require the understanding of the task domain, exploration of solution methods by analysis and prototyping, and implementation of a selected approach. Each team presents a preliminary plan, an approach with feasibility analysis, and a final demonstration. (1051-726, 1051-782 or permission of instructor) Class 4, Credit 4 (offered alternate years, offered 2003-04) (S)

1051-790 Image Rendering
This course covers the fundamental principles of computer image synthesis with a focus on rendering techniques. Topics include geometric scene specification, shading (e.g., flat, Gouraud, Phong), and global illumination rendering (e.g., ray tracing, radiosity). Commercial software such as OpenGL and Radiance will be briefly described. Lastly, the design, advantages and limitations of modern computer graphics hardware are discussed. Students implement fundamental computer graphics techniques and produce images using IDL (or similar) environment. (Graduate status CIS or permission of instructor, 1051-726 or equivalent, Matrix Algebra) Class 4, Credit 4 (S)

1051-797 Principles of Computer Tomographic Imaging
Image reconstruction from projections is introduced as a mathematical problem. Technique for reconstruction via Fourier domain is explained using Fourier slice theorem. Simple and Filtered Backprojection and iterative methods are analyzed. Algorithms for various techniques are developed and artifacts and noise in discrete case are considered. Applications to several medical imaging modalities are outlined, with brief consideration of the physics of imaging involved in each case. Class 4, Credit 4 (S)

1051-799 Independent Study
An independent project in an area of imaging science not covered in the available courses. This project can be experimental research, literature review, or other appropriate work. This course requires a formal proposal and a faculty sponsor. Credit variable

1051-801 Advanced Optics Seminar I
This course covers several advanced aspects of optics and imaging that are not included in other regular course offerings. Topics vary every year. The course may be taken more than once. Student participation includes presentations to the class on agreed upon topics. Class 1, Credit 1

1051-802 Advanced Optics Seminar II
This course covers several advanced aspects of optics and imaging that are not included in other regular course offerings. Topics vary every year. This course may be taken more than once. Student participation includes presentations to the class on agreed upon topics. Class 1, Credit 1

1051-803 Advanced Optics Seminar III
This course covers several advanced aspects of optics and imaging that are not included in regular course offerings. Topics vary every year. The course may be taken more than once. Student participation includes presentations to the class on agreed upon topics. Class 1, Credit 1

1051-807   Hard Copy Systems
The focus is on concepts of "imaging systems" and image quality (IQ) metrics of concern in systems that are not discussed elsewhere in the curriculum. These will include concepts such as costs, reliability, and permanence. Two particular types of imaging systems will be covered in detail. The first, designated the "internal imaging system," focuses on strategies for the design and quality optimization of components internal to individual technologies. The second type of imaging system, the "external imaging system," focuses on strategies for the design and quality optimization of components of an imaging chain. Class 4, Credit 4 (S)

1051-812   Medical Imaging Systems
This is an advanced graduate level course that describes existing medical imaging systems in terms familiar to imaging scientists and electrical engineers. These include impulse response, the transfer functions, and the signal to noise ratio. The course considers in detail three different imaging modalities: conventional projection x-ray, CT, ultrasonic imaging, and magnetic resonance imaging. A complete system is examined piece by piece in terms of subsystems. Class 4, Credit 4 (S)

1051-816   Color Systems
This course builds on the theory and concepts presented in the Color Reproduction and Color Modeling courses to cover the key techniques utilized in device-independent color imaging systems. Topics include device calibration and characterization (input, output, display), device profiles, multidimensional look-up table construction, inversion, interpolation, gamut mapping, appearance matching, and color management systems. Also offered online. Class 4, Credit 4 (S)

1051-840   MS Project Paper
The analysis and solution of imaging science systems problems for students enrolled in systems capstone option. Credit 1

1051-890   Research & Thesis
Thesis (MS) or dissertation (Ph.D.) based on experimental data obtained by the candidate for an appropriate topic as arranged between the candidate and the research adviser. Credit variable

1051-999   Imaging Science Graduate Co-op
Cooperative work experience for graduate imaging science students. Credit 0

National Technical Institute for the Deaf

T. Alan Hurwitz, Dean

The National Technical Institute for the Deaf is the world's largest technological college for deaf students. Among RIT's more than 14,000 full- and part-time students are more than 1,100 deaf students from the United States and other countries. Within NTID, students can choose from more than 23 fields of study to earn diplomas and associate degrees. Hearing students may pursue an associate or bachelor's degree in ASL-English interpretation from NTID. Or students may choose from more than 200 technical and professional courses of study to pursue bachelor's or master's degrees through RIT's other seven colleges.

Master of Science Degree in Secondary Education of Students Who Are Deaf or Hard of Hearing

Gerald C. Bateman, Director,
585-475-6480 (voice/TTY)

The National Technical Institute for the Deaf offers a graduate program leading to the master of science degree in secondary education of students who

are deaf or hard of hearing. The unique program prepares professionals to meet the national need for excellent teachers of secondary students who are deaf or hard of hearing. The program's purpose includes the preparation of teachers not only as effective practitioners but also as leaders in the profession.

NTID is a logical home for this innovative program. Faculty members are international leaders in research and the art of teaching in the education of deaf people. A carefully designed system of faculty advisement is a prominent feature of this program. On-campus facilities, state-of-the-art technology and a well-established system of educational access services combine to make this a vital program for both deaf and hearing students who desire careers as professional educators of deaf students.

Graduates of teacher education programs at RIT have a 96-percent pass rate on the New York State Teacher Certification Examination.

Admission guidelines

Admission to the program is based on the following criteria:
- Successful completion of the baccalaureate degree at an accredited college or university
- Cumulative grade point average of 3.0 or above
- International students are required to obtain a score of 550 or better on the Test of English as a Foreign Language (TOEFL)
- 30 semester credit hours in a content area are required by New York State for initial certification to teach a secondary content area. Students who do not have the required number of hours must complete the additional credits before applying for New York State certification. Secondary academic

PROGRAMS

MASTER OF SCIENCE

Secondary Education of Students Who Are Deaf or Hard of Hearing
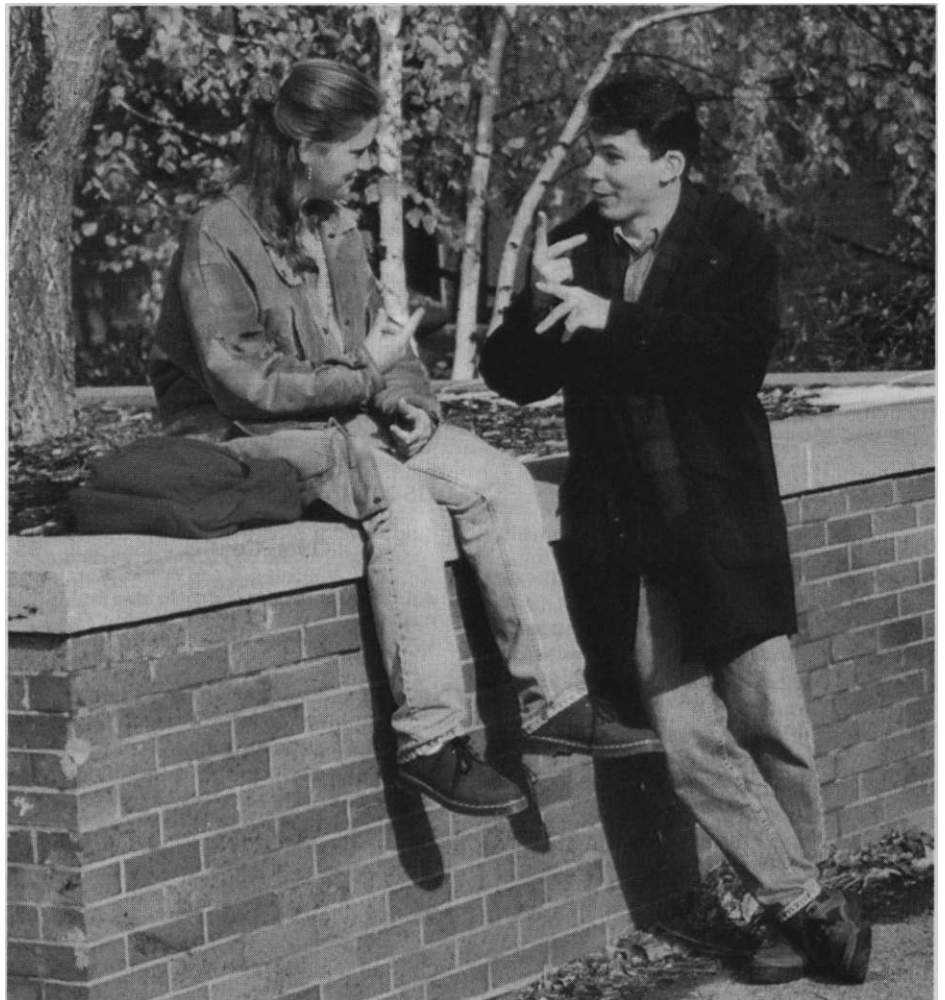
More than 1,100 deaf and hard-of-hearing students are enrolled at NTID.

subjects include English, mathematics, social studies, or science.

Note: Major in social studies includes economics and government, and at least 21 semester hours in the history and geography of the United States and world.

- Applicants must demonstrate a basic knowledge of sign language as measured by a departmental skill assessment or be willing to take ASL I course at NTID or its equivalent at another college prior to beginning the program.
- Evidence of professional commitment and potential for success in the program: letters of reference and an expository essay
- An individual interview

Costs

On the date of publication, the 2002-2003 tuition for students pursuing a master of science degree in secondary education of students who are deaf or hard of hearing is:

Domestic

- Full time (12-18 credit hours)— $2,393 per quarter
- Part time (11 credit hours or less)— $266 per credit hour

International

- Full time (12-18 credit hours)— $4,786 per quarter
- Part time (11 credit hours or less)— $532 per credit hour

The courtyard outside the Lyndon Baines Johnson Building is a popular place to enjoy the sunshine between classes.

Course number and title	Credits
0835-701 Psychology and Sociology of Adolescence	4
0835-702 Deaf Students: Educational and Cultural Diversity	4
0835-703 Special Education in the Social Context	4
0835-704 Teaching Deaf Learners with Secondary Disabilities	4
0835-705 Political/Legal Environment	4
0835-706 Educational Technology and Teaching	2
0835-712 Curriculum Content and Methods of Instruction	4
0835-713 Assessment	4
0835-721 Structure of American Sign Language	4
0835-722 Audition & Spoken Language: Application in Education	4
0835-723 Language Acquisition and Variation	4
0835-724 English Language Development	4
0835-790 Foundations of Educational Research	4
0835-820 Perspectives in Teaching Deaf and Hard-of-Hearing Students	2

0835-860	Student Teaching I	10
0835-861	Student Teaching II	10
0835-880	Master's Project Seminar	2
0835-890	Master's Project	8
0835-898	Special Topics Professional Development Seminars	variable 0
0886-xxx	American Sign Language *	8
0507-701	History of American Educational Thoughts and Practice	4
0515-701	Cultural Diversity in Education	4
	Total Credits	**98**

* *ASL course placements and credit by exam for ASL courses are determined by the Department of Sign Language and Interpreting Education.*

Note: At graduation, students are expected to have at least intermediate-level range signing skills as determined by the Sign Communication Proficiency Interview (SCPI).

Proposed plan of study

First Year

FALL QUARTER

Special Education in the Social Context 0835-703

Audition & Spoken Language: Application in Education 0835-722

Psychology & Sociology of Adolescence 0835-701

Educational Technology & Teaching 0835-706

ASL course 0886-xxx

WINTER QUARTER

Curriculum Content & Methods of Instruction 0835-712

Language Acquisition & Variation 0835-723

History of American Educational Thoughts & Practice 0507-701

Teaching Deaf Learners with Secondary Disabilities 0835-704

ASL course 0886-xxx

SPRING QUARTER

Student Teaching I * 0835-860

Perspectives in Teaching Deaf & Hard-of-Hearing Students 0835-820

Second   Year
FALL QUARTER
Assessment   0835-713
Foundations of Educational Research
   0835-790
English Language Development
   0835-724
Deaf Students: Educational & Cultural
   Diversity   0835-702

WINTER QUARTER
Master's Project Seminar   0835-880
Student Teaching II *   0835-861

SPRING QUARTER
Master's Project   0835-890
Cultural Diversity in Education
   0515-701
Structure of American Sign Language
   0835-721
Political/Legal Environment 0835-705

* Minimum of 250 hours of supervised student teaching working with deaf and hard-of-hearing students at the 7-12 grade level.

In addition to the above requirement, 100 hours of field experience is required before the first student teaching placement.

Degree requirements

Course work will require a minimum
of six quarters. A cumulative GPA of
at least 3.0 must be maintained. Before
graduation, students are expected to
have at least intermediate-level range
signing skills as determined by the
Sign Communication Proficiency
Interview (SCPI).

Graduate Faculty
National Technical Institute
for the Deaf

John A. Albertini, BA, Drew University; MS,
Ph.D., Georgetown University—Professor
Gerald C. **Bateman,** BS, MS, State University
of New York College at Geneseo; Ed.D.,
University of Rochester—Associate Professor;
Director, MSSE
Joseph Bochner, BA, City University of New
York-Queens College; MA, Ph.D., University
of Wisconsin—Associate Professor
Paula Brown, BA, University of Missouri,
Columbia; MA, Kent State University; MS,
Ph.D., University of Rochester—Associate
Professor
Karen Christie, BS, M.Ed., Lewis and Clark
College; Ph.D., University of Pittsburgh—
Assistant Professor
Kathleen E. Crandall, BA, MA, California
State University at Fresno; Ph.D.,
Northwestern University—Associate
Professor
Patricia A. DeCaro, BA, Earlham College;
MS, State University of New York College
at Brockport

NTID's master of science degree in education of students who are deaf or hard of hearing prepares graduates to teach in both schools for the deaf and public high schools.

Judy C. **Egelston-Dodd,** BS, MS, State
University of New York at Albany; Ed.D.,
State University of New York at Buffalo—
Professor
Susan Fischer, AB, Radcliffe College; Ph.D.,
Massachusetts Institute of Technology—
Professor
Susan Foster, BA, Northwestern University;
BS, University of Maine; M.Ed., Bridgewater
State College; Ph.D., Syracuse University—
Professor
T. **Alan Hurwitz,** BS, Washington University;
MS, St. Louis University; Ed.D., University of
Rochester—Dean, NTID; Professor
Ronald Kelly, BS, M.Ed., Ph.D., University of
Nebraska at Lincoln—Associate Professor
Baldev Kaur Khalsa, BA, M.Ed., Western
Maryland College—Assistant Professor
Peter A. Lalley, BS, Siena College; MS,
Catholic University of America; Ph.D., State
University of New York at Buffalo—Professor;
Director, Center for Baccalaureate and
Graduate Studies
Harry G. **Lang,** BS, Bethany College; MS,
Rochester Institute of Technology; Ed.D.,
University of Rochester—Professor

Jeffrey E. Porter, B.Ed., M.Ed., University of
Virginia; Ph.D., Washington University—
Associate Professor
J. Matt Searls, BA, MA, Gallaudet University;
Ph.D., American University—Assistant
Professor
Nora Shannon, BS, Nazareth College; MS,
Canisius College—Assistant Professor;
Coordinator of Student Teaching, MSSE
Donald G. **Sims,** BA, University of Colorado;
MS, Ph.D., University of Pittsburgh—
Associate Professor
Michael S. Stinson, BA, University of
California at Berkeley; MA, Ph.D., University
of Michigan—Professor

Note: Prerequisites are within parentheses at the end of the course description.

Secondary Education of Students Who Are Deaf or Hard of Hearing

0835-701   **Psychology & Sociology of Adolescence**
The purpose of this course is to examine the psychological and social development of adolescents. The ways that family, school and community affect the adolescent's development, including effects on cognitive processes, identity formation and peer relationships, are considered. Psychological and sociological perspectives on the adolescent experience in general are used to provide a framework for understanding the development of deaf adolescents. Educational implications of the theories and research presented are discussed. **Credit 4**

0835-702   **Deaf Students: Educational & Cultural Diversity**
This course introduces the concepts underlying cultural anthropology and uses a cross-cultural approach to examine issues that include transmission and preservation of culture, cultural change and transformation, concepts of marginality, and majority and minority cultures. Deaf culture is examined and compared with other cultures, using comparative studies and cultural constructs such as norms, values and beliefs. The relationship between education and culture is discussed, and the nature of this relationship with respect to Deaf culture is studied. Credit 4

0835-703   **Special Education in the Social Context**
This course takes a sociological approach to disability and special education. Three models of disability are introduced: clinical, social interactionist, and political. The models provide a foundation for the course and guide study of three major aspects of disability and special education. First, students explore how each of the models has guided and continues to guide service and social institutions for persons with disabilities including educational and rehabilitation services. Second, students examine the process through which people with disabilities are so labeled and the interaction between these individuals and others (family, school, community). Third, students analyze the role of the human service professional (including teachers) and the ways in which training programs reflect the various models of disability. The course draws heavily on a variety of philosophical, theoretical, conceptual and methodological perspectives including phenomenology, symbolic interaction, and human ecology. Credit 4

0835-704   **Teaching Deaf Learners with Secondary Disabilities**
This course focuses on providing students with basic information regarding the needs of deaf learners with disabilities, including (1) developmental disability, (2) emotional or behavioral disorder, (3) learning disability, attention deficit disorder or attentional deficit hyperactivity disorder, or (4) visual impairment. Topics include incidence, identification, assessment and teaching strategies. The goal is to enable students to see students in a holistic fashion, and incorporates the perspectives of parents, teachers and students themselves through site visits, interviews and panel discussion. The course regularly incorporates guest lecturers who have specialized expertise in teaching or research in one or more topic areas. Credit 4

0835-705   **Political/Legal Environment**
The relationship of the goals and processes of deaf education to those of special education and education in general is explored. The course provides a detailed examination of historical and current demographic, economic, political, legal and social trends that affect the education of deaf and hard-of-hearing students. Current federal and state legislation affecting students with disabilities is analyzed and critiqued. **Credit 4**

0835-706   **Educational Technology & Teaching**
This introductory course provides an overview of the use of educational technologies to enhance the learning experiences of deaf students. The use of productivity software and educational software including Web-based instruction and resources are explored. The selection, development, implementation, and evaluation of technology-based solutions are addressed. Instructional materials are created following a simplified model of instructional development. Credit 2

0835-712   **Curriculum Content & Methods of Instruction**
Note: There are four discipline-specific courses here, designated by section: 01 English, 02 Mathematics, 03 Science, and 04 Social Studies. Students will take only the section focusing on the content area in which they will be certified. Descriptions of all four sections follow.

Section 01 English
This course examines issues and methods related to teaching English at the secondary level to students who are deaf or hard of hearing. Students investigate and analyze current approaches to curriculum, instruction and materials in the area of English instruction through readings, observations and seminars. Students design content area projects to demonstrate a variety of methodological philosophies. **Credit 4**

Section 02 Mathematics
This course examines issues and methods related to teaching mathematics at the secondary level to students who are deaf or hard of hearing. Current instructional methods, curriculum and professional resources in mathematics are studied through seminars, readings, special projects, observations and work with content-area specialists and teachers in secondary-level mathematics courses. **Credit 4**

Section 03 Science
This course examines issues and methods in teaching secondary level science to deaf and hard-of-hearing students, including the selection, modification, and use of curriculum materials in science. Discussions will be concerned with instructional strategies, classroom management, cognitive development, testing and evaluation, lab report writing and theories of science teaching. Students will be required to observe teachers in secondary level science courses. **Credit 4**

Section 04 Social Studies
This course examines issues and methods related to teaching social studies at the secondary level to students who are deaf or hard of hearing. Through seminars, readings, special projects, and work with content area specialists/teachers, current instructional methods, curriculum and professional resources in social studies are examined. Students will be required to observe teachers of secondary level social studies courses at public schools, residential schools for deaf students or in mainstream programs. **Credit 4**

0835-713   **Assessment**
This course addresses assessment as a process involving the choice and interpretation of assessment measures to diagnose the need for and aid in planning for services, referrals and placement of secondary students who are deaf and hard of hearing, including students with other secondary disabilities. The respective roles of the classroom teacher, school psychologist, parents and support service providers are addressed. Assessment and educational planning for a student are viewed from an ecological perspective, including the family, the school, the community, the support services and the legal systems. This course also addresses the development and interpretation of assessment measures of learning through teacher-made, criterion-referenced, curriculum-based and norm-referenced methods. **Credit 4**

0835-721   **Structure of American Sign Language**
This course concentrates on the linguistic structures of American Sign Language (ASL). Students examine all levels of structure from phonology (sublexical) through morphology and syntax to semantics and discourse. ASL structures will be elucidated through comparison and contrast with English and other spoken languages or dialects, as well as with other sign languages. ASL literacy, language variation and code switching in the deaf population are also examined. **Credit 4**

0835-722   **Audiology & Spoken Language:**
                                    Applications in Education
This course focuses on the ways individuals comprehend and produce spoken English. It provides a functional understanding of auditory physiology, speech perception and deafness, hearing aids and other assistive listening devices. Procedures for audiological and speech/language assessment are examined with their implications for auditory training, speechreading and speech/language instruction. Models of collaboration among teachers, speech/language pathologists and audiologists to enhance students' communication using spoken English are discussed and observed. **Credit 4**

0835-723   **Language Acquisition & Variation**
This course is designed to familiarize students with the processes involved in learning English with a focus on reading and writing. The course concentrates on those aspects of English language development that pertain to teaching deaf and hard-of-hearing students in grades 7 to 12. Students investigate deaf learners' attainments in reading and writing, patterns of English language performance observed in deaf learners, relationships between spoken and written English performance, bilingual/bicultural issues related to English learning and use, second language teaching strategies, and reading and literacy questions. **Credit 4**

0835-724   **English Language Development**
This course is designed to familiarize students with the processes involved in learning English with a focus on reading and writing. The course concentrates on those aspects of English language development that pertain to teaching deaf and hard-of-hearing students in grades 7 to 12. Students investigate deaf learners' attainments in reading and writing, patterns of English language performance observed in deaf learners, relationships between spoken and written English performance, bilingual/bicultural issues related to English learning and use, second language teaching strategies, and reading and literacy questions. **Credit 4**

0835-790   **Foundations of Educational Research**
This course is an introduction to research and inquiry in education. Perspectives on and issues related to research in the education of people who are deaf and hard of hearing are examined. Students are introduced to the research process, including design, theoretical perspectives, methods of data collection, validity/reliability, data analysis, and interpretation. Students leave this course with a preliminary proposal for the master's thesis or project. **Credit 4**

0835-820   **Perspectives on Teaching
                                          Deaf & Hard-of-Hearing Students**
This course reviews fundamental principles of teaching and learning in light of the recently completed student teaching assignment. Students analyze examples of theoretical applications in teaching this class and from viewing videotapes of their actual lessons used during the student teaching experience. Students propose a plan for change and skill development. (Student Teaching I, 0835-860) Credit 2

0835-860   **Student Teaching I**
This first practicum consists of 10 weeks (250 hours) of teaching and observation. Student teachers are placed with cooperating teachers in residential schools for the deaf. Students develop lesson and unit plans and teach in the content area in which they plan to receive New York State certification. (Curriculum Content and Methods of Instruction, 0835-712) **Credit 10**

0835-861   **Student Teaching II**
This is an eight-week practicum done in conjunction with an itinerant or resource room cooperating teacher at the middle or secondary level in a mainstream setting with students who are deaf or hard of hearing. Students develop and deliver support for instruction, participate in student assessment, and, where appropriate, prepare lesson plans and teach to specific IEP objectives. (Student Teaching I, 0835-860; Perspectives on Teaching Deaf and Hard-of-Hearing Students, 0835-820) **Credit 10**

0835-880   **Master's Project Seminar**
Students finalize their thesis/project proposal and begin research and development. Students also finalize the selection of their thesis/project adviser. Format for the seminar is full group meetings in the early part of December followed by individual or small group consultation with thesis/project advisers. (Foundations of Educational Research, 0835-790) **Credit 2**

0835-890   **Master's Project**
This is the capstone experience of the master's degree program. Students must submit an acceptable project proposal in order to enroll. Project development, presentation, and/or reporting or research and the preparation of the written thesis are completed in this course. **Credit 8**

0835-898   Special Topics
Special topics courses will be developed based on student interest and demand as well as faculty interest and availability. They may include electives in speech, audiology and comparative linguistics, among others. Credit variable

0886-199   American Sign Language I
Designed for students who have no previous knowledge of American Sign Language. ASL I includes the linguistic features, cultural protocols and core vocabulary for students to function in basic ASL conversations that include ASL grammar for asking and answering questions while introducing oneself; exchanging personal information; talking about family, friends and surroundings; and discussing activities. Classroom and lab activities include practicing conversations and videotaping. Credit 4

0886-200   American Sign Language II
This course focuses on continued development of conversational fluency in ASL. Students learn to accurately recognize and produce ASL with appropriate nonmanual behaviors and grammatical features. (American Sign Language I, 0886-199) Credit 4

0886-201   American Sign Language III
This course is a continuation of ASL II expanding the emphasis on ASL grammar, syntax, spatial referencing and vocabulary development. ASL III teaches further communicative competencies in ASL conversations beyond the basic level that include telling life events, describing events in time, asking for clarification, correcting, conforming, elaborating on information, agreeing and disagreeing, resolving conflicts, and giving directions. Classroom and lab activities include practicing dialogues, short stories, narratives and short conversations. (American Sign Language II, 0886-200) Credit 4

0507-701   History of American Educational Thought & Practice
A historical analysis of change and continuity in American educational history from colonial through contemporary America. Special emphasis on the leading historiographical aspects of American educational history and on enabling the student to acquire mastery of the relevant bibliography. Lectures, seminars and readings offer comprehensive coverage of the salient intellectual themes and a chronological structure to mark the significant educational developments in particular periods-e.g., the Progressive Era, the 1920s and '30s and post-World War II changes. Course structure: lectures, seminars, readings from multiple paperbacks and class handouts, essay exams and critique. Credit 4

0515-701   Cultural Diversity in Education
This course is designed to lay the foundation for the introduction of a broad multicultural perspective in education. Such perspective will include the examination of cultural differences of various ethnic groups and the role schools play in addressing the questions of interpretation, ability groupings, home environments, equality of opportunity and equality of outcome. Also analyzed are ways in which the school may act as a cultural transmitter and the teacher as cultural mediator. Different forms of school organizations will be compared, as in the public vs. private dimension. The functionalist theoretical approach will be presented, as well as the conflict perspective, to frame the discussion and analysis of opposing sociological systems of thought. The course attempts to understand how role expectations are actually carried within the school system and how its different actors react to technical as well as value constraints. Credit 4

                                          Professional Development Seminars
Variety of topics: second-year students present research topics and ideas to all program faculty and students; child abuse and substance abuse; the code of ethics for interpreters; using educational support personnel effectively; identifying and using community resources. Credit 0

Online Learning and Executive Education

Rochester Institute of Technology is a recognized leader in delivery of online asynchronous education. Since the late 1980s, RIT has been experimenting with online education delivery, and in 1991, RIT began offering full degrees through distance delivery.

RIT offers 30 degree and certificate programs, 9 MS, 4 undergraduate degrees, 3 graduate certificates, 14 undergrad certificates, all of which can be earned without ever coming to campus. Including graduate and undergraduate courses, RIT offers more than 300 courses online annually. Students are encouraged to select and apply to their chosen academic program, but may enroll in courses prior to matriculation into a program.

All courses are taught using Internet and Web-based technologies. Students must have full Internet access, a computer, VCR and monitor, and a telephone to participate in courses. Not all courses use the same technologies; some will take advantage of toll-free phone conferences; while others use text-based chat; others utilize CD-ROMs; some have Web-based simulations, and some require additional software to complete course requirements. All courses use asynchronous Internet/Web-based tools for the fundamental class structure.

Students have full access to customer and technical support through toll-free phone numbers and e-mail. Online learners also have full access to the library and library services. Other online services include registration, access to student records, bookstore orders, and academic advising. Registration can also be accomplished through touchtone phone and fax. Upcoming quarterly schedules can be found on the Web at http://online.rit.edu. Once registered, students receive orientation information, including access to registered student pages at http://online.rit.edu. Online learning offers most students the flexibility to learn on their own time, when and where it best meets their needs.

All courses offered online meet the same rigorous objectives set for traditional classroom experiences. Faculty who teach online courses often teach the same class in a traditional format.

However, just as each professor establishes the learning outcomes for a traditional course, their individual styles will be present in the online classroom. Most classes establish either a weekly schedule for learning activities or a project-based learning approach where

deliverables are due after certain learning outcomes are accomplished. These may include team-based projects, required asynchronous discussion, or computer programs. Most classes also include various readings either from textbooks or electronic reserves. Students interact online with other students to exchange ideas and collaborate much like they would face-to-face.

RIT online learning serves students throughout the United States and in some 40 different countries. Those living near Rochester can choose to take both online and traditional courses as a way of increasing flexibility and remaining on target to complete a degree.

For more information, contact:

RIT Online Learning
91 Lomb Memorial Drive
Rochester, NY 14623-5603
http://online.rit.edu/
1-800-CALL-RIT

Online Graduate Programs:

Master's Degrees
- Applied Statistics (page 67)
- Cross-Disciplinary Professional Studies (page 14)
- Environmental Health and Safety Management (page 5)
- Graphic Arts Publishing (page 93)
- Health Systems Administration (page 13)
- Imaging Science (page 127)
- Information Technology (page 45)
- Microelectronics Manufacturing Engineering (page 65)
- Software Development and Management (page 44)

Advanced Certificates
- Health Systems (page 14)
- Health Systems Finance (page 14)
- Statistical Quality (page 67)

Executive Education

RIT offers a number of graduate degree programs designed specifically for working professionals looking for a flexible option to complete a graduate degree. These programs are targeted to working professionals and offer non-traditional and time-shortened options for degree completion.

The College of Applied Science and Technology offers five Executive Leader graduate programs that allow career professionals to pursue a master's degree

with minimal interruption. By combining summer sessions, distance learning, independent study, and credit for selected work experience and significant professional accomplishments. Executive Leader programs allow students to earn a degree in about 15 months. These accelerated MS degree programs are developed for practicing mid-level managers and for executives who hold a bachelor's degree and a minimum of five years' experience in the field. Programs include:

- (MS) Hospitality-Tourism Management (page 8)
- (MS) Human Resource Development (page 11)
- (MS) Instructional Technology (page 12)
- (MS) Packaging Science (page 7)
- (MS) Service Management (page 9)

Our College of Business Executive Programs are designed to meet the needs of emerging executives—especially technical and functional specialists interested in improving their organization's customer satisfaction, product quality, and organizational productivity. The following options are available:

- (EMBA) Executive Master of Business Administration

  A general management program for executives with extensive work experience. This program can be completed on alternating weekends in a two-year time frame (see page 33).

- (MS) Master of Science in Manufacturing Management & Leadership

  A joint program with the College of Engineering that focuses on the cross-functionality of business and manufacturing in the manufacturing environment. Students attend part time and complete the program in two years (see page 71).

- (MS) Master of Science in Product Development

  A joint program with the College of Engineering that focuses on the management processes of bringing new products to market. Classes are held one day per week over a two-year time frame (see page 69).

Admission

Decisions on graduate selection are made by the college offering the program. Correspondence between the student and the Institute will be conducted through the Office of Graduate Enrollment Services, according to the following policies and procedures:

1. Inquiries about, and applications for, graduate study are directed to the Office of Graduate Enrollment Services, Rochester Institute of Technology, Bausch & Lomb Center, 58 Lomb Memorial Drive, Rochester, New York, 14623-5604.

2. The Office of Graduate Enrollment Services will acknowledge the inquiry or application, instructing the student as to the information required for admission by the school or department to which he or she is applying.

3. Once a student has made formal application, the Office of Graduate Enrollment Services will prepare an applicant file for him or her. All correspondence and admission data will be collected by the Office of Graduate Enrollment Services and placed in the applicant's file. The file will include an RIT application, previous college records, applicable test scores, two letters of recommendation and other documents that may support admission of the candidate.

4. When all relevant admission data has been received, the applicant's file will be sent to the appropriate school or department for action.

5. When the school or department has made a decision on the application, this decision and the applicant's file will be returned to the Office of Graduate Enrollment Services.

6. The Office of Graduate Enrollment Services will notify the student of the admission decision.

7. Academic departments may informally advise nonmatriculated students, but no formal program of study can be approved prior to matriculation.

8. The formal program of study will be approved by the dean's designee (department head, coordinator or program director, etc.). This program must be followed by all students applying for admission or readmission.

9. The basic entry requirements for master's degree candidates include the completion of a four year baccalaureate degree and whatever other evidence of the applicant's potential to successfully complete graduate studies may be required by the particular college. Rare exceptions to the baccalaureate requirement can be made in the case of candidates who have demonstrated unusual competence in their field of specialization. For these exceptions the recommendation of the department chairperson or director and the approval of the appropriate dean and the Graduate Council are required.

International applicants must demonstrate English language proficiency as part of the admission process. This is normally accomplished through submission of test scores from the Test of English as a Foreign Language (TOEFL). Minimum TOEFL scores vary by program. Most programs require a TOEFL score of 550 or higher. Upon arrival at RIT, students with English as a second language may be required to take the Michigan Test. Depending on the results, a student may have to enroll in English instruction, which will result in additional tuition cost.

In certain cases graduate students may be admitted prior to, but conditional on, completion of the baccalaureate degree. Applicants will not be considered for admission prior to the start of the final year of undergraduate study. The student must present a final transcript covering all undergraduate study within one quarter after first registering for a graduate program.

Graduate applicants who do not fully satisfy all admission criteria as to grades, test scores or their credentials, but do show sufficient promise to qualify for a trial period of graduate study, may be admitted on probation to the Institute. Such students must achieve a 3.0 ("B") program cumulative grade point average by the end of their first 12 quarter credit hours of graduate study. Those students who do not meet this criterion will be suspended. Responsibility for specific requirements and maintenance of the students' appropriate status rests with the student's academic department in consultation with the Office of Graduate Enrollment Services and the Registrar.

10. Evaluation of transfer credit (see p. 140) is made by the academic school or department in question (and the College of Liberal Arts).

11. RIT will admit and hire men and women; veterans; persons with disabilities; and individuals of any race, creed, religion, color, national or ethnic origin, sexual orientation, age or marital status in compliance with all appropriate legislation.

New York State immunization requirement

New York State Public Law 2165 requires that all matriculated students enrolled for six or more quarter credit hours in a term and born after January 1, 1957, must provide RIT Student Health Center with proof that they have received the appropriate immunizations against measles, rubella and mumps. Immunization requirements include: two measles vaccinations at least one month apart with a live virus after January 1,1968, and after the first birthday and one vaccination each against mumps and rubella after January 1,1969, and after the first birthday. Additional information concerning the necessary documentation and where it must be sent is included with the student's acceptance packet or available from the Student Health Center.

Readmission

If a student has become inactive (has not completed a course in four quarters) or has withdrawn from RIT, Institute policy requires that the student reapply for admission as follows:

1. Students who left a graduate program with a GPA of 3.0 or better (in good standing) and will return to the program within two years of the time their last course was completed, will be readmitted to the program upon reapplication.

2. Students who left the program with a GPA of 3.0 or better and return to the program more than two years after the last course was completed must meet current admission standards upon reapplication. The program of study shall be subject to review and will be rewritten. Previous waiver and/or transfer credit may be lost and program deficiencies may need to be made up.

3. Students who leave a program with a GPA below 3.0 must meet current admission standards upon reapplication. Readmission will be based on all information, including previous graduate level work. Program requirements in effect at the time of reapplication will apply. Previous waiver and/or transfer credit may be lost and program deficiencies may need to be made up.

Expenses and Financial Aid

Costs and Payment Procedures

The Institute reserves the right to change its tuition and fees without prior notice. Nonmatriculated students are charged graduate rates for graduate courses.

Graduate costs are listed in the table on this page. In addition, any graduate student carrying more than 18 credit hours of study will be charged the full-time tuition rate plus $613/credit hour for each hour of study exceeding 18.

Room and board for full-time students for 2002-2003 will be $1,089 per quarter for a standard meal plan and $1,399 for a double occupancy room in the RIT Inn and Conference Center. A variety of housing options and meal plans are available, and costs may vary according to options selected.

An estimated cost for books and supplies ranges from approximately $500 to $2,500 per year per student. For part-time students, books and supplies will depend on the number of courses taken and may cost approximately $300 to $450 per year.

Charges for tuition, fees, and room and board are computed on a quarterly basis; bills are mailed approximately four weeks prior to the beginning of each quarter. Payments sent by mail should be made by check, payable to Rochester Institute of Technology. Due dates for the 2002-2003 school year are as follows:

Fall Quarter—Aug. 22, 2002
Winter Quarter—Nov. 27, 2002
Spring Quarter—March 5, 2003
Summer Quarter—May 29, 2003

Students who have not participated in the early registration process for the quarter will be expected to pay the quarterly charges (tuition, fees, room and board) at the time of registration. They may pay these charges in a single payment or by the partial payment plan. Partial payments are due twice a quarter: 50 percent (plus a $25 partial payment processing fee) at the time of registration and the remaining 50 percent by the mid-quarter bill due date. A late payment fee will be assessed if the balance is not paid by the due date.

If you have questions concerning payment options, please contact Ms. Kathy Cole, RIT Bursar's Office, 585-475-2756.

Graduate Costs

Tuition	Per Quarter	Per Year— 3 Quarters
Full-time (12-18 Credit hours)	$7,290	$21,870
Part-time (11 Credit hours or less)	$613/credit hour	$613/credit hour
Student Activities Fee	$56	$168

Financial Aid

Rochester Institute of Technology is interested in seeing that all students qualified for graduate study at RIT find the financial resources needed to assist with their educational expenses. The information provided here is an overview of the sources of assistance available. Please contact the offices listed for additional information.

Scholarships and assistantships are available in most graduate departments. In addition, some departments offer externally funded stipends from corporate or governmental sources. Please contact the appropriate department chairperson or the Office of Graduate Enrollment Services at 585-475-2229 for additional information.

While students can apply for these awards before matriculation, they can be awarded only to matriculated students.

These awards are generally given to full-time students, but exceptions are made for qualified part-time students.

Additional sources of financial assistance include the New York State Tuition Assistance Program and various work-study and student loan programs. Please refer to the accompanying chart for details.

It should be noted that international students (F-l or J-l visa holders) may generally work on campus up to 20 hours per week. Special authorization from International Student Services and/or the INS is needed for all other employment, including co-op, internships, etc. Please consult International Student Services at 585-475-6943 or www.rit.edu/internationalservices with employment or visa questions.

All federal assistance programs require submission of the Free Application for Federal Student Assistance (FAFSA). The

RIT Payment Options

OPTION	WHO IS ELIGIBLE	TERMS
Quarterly payment	All students	Payment in full by billing due date. Payments received after each billing due date are subject to a late payment fee.
Deferred payment plan	All students	$25 participation fee. Bill must be paid in full from prior quarter. 50% of net "out of pocket" quarterly balance due with registration. A deferred payment agreement form must be completed and submitted to the Bursar's Office on or before the start of classes. Remaining 50% due by mid-quarter bill due date. Payments received after billing due date will be assessed a late payment fee.
Monthly payment plan	Matriculated day students (full and part time)	Interest free. Account must be paid in full from prior school year. Student must submit enrollment and housing plans for upcoming academic year by July 15. Projected net annual amount due is divided into 10 monthly installments. First monthly payment due August 1 prior to school year. The minimum annual amount must be $1,000 ($100 per month). Students must be registered for a minimum of two quarters during the academic year. Applications cannot be accepted after the first day of fall quarter classes.
Company deferred payment plan	All students who have official verification of employer's tuition reimbursement practice	Account must be paid in full from prior quarter. Official verification form must be submitted quarterly in lieu of payment. Full payment for the quarter is due by mid-quarter bill due date (regardless of whether the employer has reimbursed the student). Payment received after the billing due date will be assessed a late payment fee.
Veteran payment option	All veterans who are certified for VA educational benefits by the RIT Veteran Enrollment Services Office	Account must be paid in full from prior quarter. An authorized veteran deferment form must be submitted in lieu of payment. The student pays monthly in accordance with his or her scheduled VA benefit checks.
MasterCard /Visa payment option	All students	

PAYMENT PROCEDURES

Payment should be made by check payable to Rochester Institute of Technology. Late payment fees will be assessed as follows on accounts that are past due as of each billing due date. Since there are two billings per quarter, there is a potential that two late fees (total maximum of $150) may be assessed as well.

Past Due Amount	Late Payment Fee
$100 through $500	$25
$500.01 through $1,000	$50
Over $1,000	$75
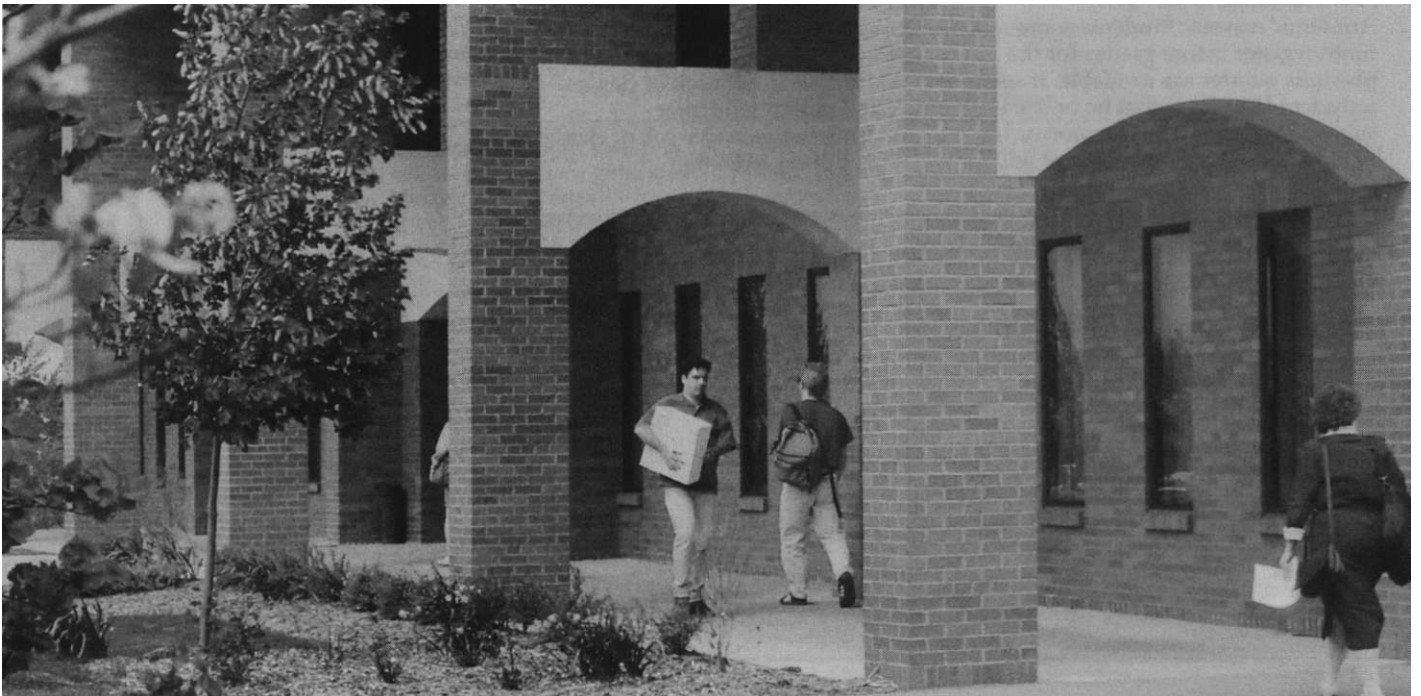
FAFSA is available from the Office of Financial Aid, 585-475-2186. Satisfactory academic progress for federal aid recipients is evaluated at the end of spring quarter each year. Students must maintain a 2.0 grade point average and complete two-thirds of credit hours attempted each year. Federal aid eligibility is exhausted after attempting 150 percent of the number of credit hours required for the degree or certificate. In addition, loan eligibility for students with full-time equivalent status is normally limited to a maximum of four quarters.

Students receiving New York Tuition Assistance Program benefits must meet credit hour and grade point average requirements based on the number of TAP payments received at the graduate level at RIT. Course completion is defined as meeting course requirements and receiving a letter grade of A, B, C, D, or F. Complete state student aid academic requirements are listed here.

Refund Policies

Advance deposits are nonrefundable. The acceptable reasons for a withdrawal with refund during the quarter are:

For a full refund

1. Active military service: A student called to active military service during the first eight weeks of the term may receive a full tuition refund. If called after the eighth week, he or she may elect to complete the course by making special arrangements with both the instructor and department or to withdraw and receive a full tuition refund. If the student withdraws, he or she will have to repeat the course at a later date.
2. Academic reasons: Students sometimes register before grades for the previous quarter are available. If such a student later finds that he or she is subject to academic suspension or has failed prerequisites, the student will

be given a full refund upon withdrawal. It remains the student's responsibility to contact his or her department to assure that the withdrawal form and refund are properly processed.
3. If students drop a course(s) during the Official Drop Period (first six days of classes during that specific quarter), they may contact the Bursar's Office for a 100% refund for the courses dropped. Courses dropped after the Official Drop Period will not result in any tuition refund.

For a partial tuition refund

A student must officially withdraw from all courses or take a leave of absence from the Institute in order to be eligible for a partial tuition refund. Students must complete a leave of absence or withdrawal form, which can be initiated with their academic department.

A partial refund will be made during a quarter if withdrawal/leave of absence is necessitated for one of the following reasons:
1. Illness, certified by the attending physician, causing excessive absence from classes.
2. Withdrawal for academic or disciplinary reasons at the request of the Institute during a quarter.
3. Transfer by employer, making class attendance impossible.
4. Withdrawal for academic or personal reasons at the request of the student, approved by the student's adviser or department representative, the Institute Coordinator for Academic Advising and the Bursar.
   Students withdrawing from the Institute must complete a withdrawal form to initiate the refund process. Refunds will be made according to the following schedule.
   During the first week of classes—100% tuition reduction
   During the second week of classes—70% tuition reduction

During the third week of classes—60% tuition reduction
During the fourth week of classes—50% tuition reduction
During the fifth week of classes—25% tuition reduction
Sixth and subsequent weeks—No tuition reduction
Note: Nonattendance does not constitute an official withdrawal.

A student is not "officially withdrawn" until he or she receives the student's copy of the withdrawal form. The date on which a withdrawal form is properly completed shall be the date of "official withdrawal" used to determine the refundable amount. If a student drops his or her course load from full-time (12 or more credits) to part-time (less than 12 credits) status during the Official Drop Period, he or she may contact the Bursar for a refund based on the difference between the full-time tuition payments and the total per-credit-charge for the part-time load.

No refund will be made for classes dropped after the Official Drop Period unless the student is officially withdrawing from the Institute.

Room and board

To complete a withdrawal from RIT, a resident student or a nonresident student on a meal plan must check out with Residence Life located in Grace Watson Hall and/or the Food Service Administrative Office, A520 Union. Refunds, when granted, are from the date of official check-out.
1. Residence hall room
   a. During the first week of classes—90% of unused room charge
   b. During the second week of classes—75% of unused room charge
   c. During the third week of classes—60% of unused room charge
   d. During the fourth week of classes—50% of unused room charge
   e. Fifth and subsequent weeks—no refund
2. Board
   a. During the first four weeks—75% of unused board charge
   b. After the first four weeks—50% of the unused board charge
   c. During the last two weeks of classes—no refund

Appeals process

An official appeals process exists for those who feel that individual circumstances warrant exceptions from published policy. The initial inquiry in this process should be made to Richard B. Schonblom, Bursar.

Standard of Satisfactory Progress for the Purpose of Determining Eligibility for State Student Aid

Graduate Degree—Quarter System

	1st	2nd	3rd	4th	5th	6th
Before being certified for this payment						
A student must have accrued at least this many credits	0	12	24	36	48	60
With at least this cumulative grade point average	0	2.00	2.50	2.70	2.80	2.90

Graduate Student Financial Assistance Summary, 2002–2003*

PROGRAM	ELIGIBILITY	AMOUNT	WHERE TO APPLY
Grants/Scholarships			
Graduate Assistantships	Varies based on academic excellence	Varies	Contact your academic department at RIT for additional information.
Graduate Scholarships	Varies based on academic excellence	Varies	Apply for scholarship by checking the appropriate box on the Admissions application packet. Contact your academic department at RIT for additional information.
New York State Tuition Assistance Program (TAP)	Matriculated graduate students attending full time who meet New York State residency and income requirements	"Based on net taxable income. Awards range from $75 to $550.	Applicants must file the Free Application for Federal Student Aid (FAFSA) and the application form provided by N.Y. State.
Bureau of Indian Affairs Higher Education Program Fellowships	Full-time students recognized by Secretary of the Interior as members of an Indian tribe and demonstrating financial need	Varies	Contact American Indian Graduate Center, 4520 Montgomery Blvd. NE, Albuquerque, NM 87109, for application information.
AALANA Graduate Scholarship	Awarded to African American, Latino American, and Native American full-time matriculated graduate students demonstrating financial need and academic achievement	Up to $1500 per academic year	File FAFSA by March 15.
Loans			
Federal Direct Subsidized Loan	Students attending at least half time (6 credit hours) and who meet the financial eligibility requirements established by the federal government	Maximum loan is $8,500 per year. Aggregate total cannot exceed $65,500 for under-graduate and graduate work.	Applicants must file the Free Application for Federal Student Aid (FAFSA).
Federal Direct Unsubsidized Loan	All graduate students attending at least half time. Loans cannot exceed cost of education minus other financial aid.	Maximum loan is $10,000 per year. Aggregate limit is $73,000, including undergraduate loans.	Applicants must file the FAFSA.
Federal Perkins Loan	Full-time students who meet financial need requirements established by the federal government	Typically $1,000-$2,200 Limited funding is available for this program. Aggregate limit is $30,000, including undergraduate loans.	File FAFSA by March 15.
Private Lender Loans	Students may apply; subject to normal credit review guidelines. Variable interest rates	Up to the cost of education less other financial aid; subject to lender review	Information and applications are available from the Office of Financial Aid, 56 Lomb Memorial Drive, Rochester, N.Y. 14623-5604.
Work			
Federal College Work-Study Program	Students who meet financial need requirements as established by the federal government	Varies depending on hours and wage rate	File FAFSA by March 15.
Institutional Employment	Full-time students	Varies depending on hours and wage rate	Student Employment Office at RIT

* *Information is accurate as of March 2002. Additional information covering federal financial aid programs is provided in U.S. Department of Education Student Guide. Contact RIT Financial Aid Office to request a copy.*
" *TAP award amounts are dependent upon action in the New York State budget.*

Any student who intentionally defrauds or attempts to defraud the Institute of tuition, fees, or other charges or who gives false information in order to obtain financial aid is subject to legal liability, prosecution, and Institute disciplinary action.

Financial Aid Refund Policy

Return of federal funds

In accordance with federal regulations, the Office of Financial Aid calculates quarterly federal aid eligibility for students who withdraw, drop out, are suspended, or take a leave of absence prior to completing 60 percent of a quarter. "Withdrawal date" is defined as the actual date the student initiated the withdrawal process, or the student's last date of recorded attendance, or the midpoint of the quarter for a student who leaves without notifying the institution. Recalculation is based on the percent of earned aid using the following formula: number of days completed up to the withdrawal date/total days in the quarter. Aid returned to federal programs is then equal to (100 percent minus the percentage earned) multiplied by the amount of federal aid disbursed.

Funds are returned to the federal government in the following sequence: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Parent Loans, Federal Perkins loans, Federal Pell grants, Federal SEOG, other federal aid.

Late disbursement

If the student is otherwise eligible, the first disbursement of Federal Direct Subsidized Loan or Federal Direct Unsubsidized Loan proceeds is allowed up to 90 days after the student has ceased to be enrolled. Subsequent disbursements are not allowed.

State scholarships

Regulations vary. Any adjustments are done in accordance with the specific requirements of the sponsoring state.

Privately funded grants and scholarships

In the absence of specific instructions from the sponsor, 100 percent of the quarterly award will be credited to the student's account.

RIT grants and scholarships

If a credit balance remains after all federal, state, and private adjustments, a percentage of the remaining credit balance is returned to the RIT scholarship account according to the following formula, where

A = Scholarship amount
B = Scholarship plus student payments
C = Percent returned to scholarship program
D = Remaining credit balance

$$\frac{A}{B} = C \times D$$

Registration and Degree Requirements

A graduate degree at RIT may be obtained in more than 50 programs ranging from business administration to imaging science. (Please refer to page 2 for a complete listing of graduate programs of study.)

Upon completion of the stipulated requirements, a student's academic department certifies him or her for a degree. After commencement, a statement verifying that a degree has been awarded will be posted to the transcript. Degrees for fall graduates are mailed early in winter quarter; for winter graduates, in spring; for spring graduates, in the summer; and for summer graduates, in the fall.

Registration

1. Student should complete the registration and payment process in accordance with Institute registration/billing procedures as indicated in the quarterly schedule of courses.
2. It is the responsibility of the student to advise the Registrar of any change of address.
3. RIT identification cards are required for students to use many campus facilities—e.g., the library, Student Life Center—and services, such as the meal plan and check payments at the bookstore. Identification cards are available at the Registrar's Office.
4. Students are expected to pursue their degree without a substantial break. Failure to enroll (register) for four successive academic terms can result in the loss of matriculated status.
   (In the case of nonregistration, the department should inform the Registrar as to whether the student should be put on nonmatriculated status or withdrawn from the program.)
5. RIT considers graduate-level students to be "full time" in every academic quarter in which they are enrolled for at least 12 credit hours. With approval of the department chair and associate provost for academic programs, additional "equivalent" credit can be granted for such activities as thesis work, teaching assistantships and internships.

Matriculation

Matriculated graduate students are those who have applied and been formally accepted into a graduate program through the Office of Graduate Enrollment Services. Such students may register for graduate-level courses (700 to 800) that fit their home department-approved programs. When registering

for graduate courses outside the home department, the approval of the department offering the course may also be necessary.

Nonmatriculated students will be allowed to take graduate courses on a space-available basis with the department's approval and with the knowledge that the course work completed while a nonmatriculated student will not necessarily apply to any given academic program.

Matriculated and nonmatriculated graduate students may register for undergraduate-level courses with the understanding that these courses may not always apply to RIT graduate programs. In certain cases, where educationally sound programs will result, appropriate undergraduate courses as approved by the faculty adviser and by the department may be included in a master's program. However, not more than nine undergraduate quarter credit hours (600-level or below) may be applied toward the 45-quarter-credit minimum (12 undergraduate hours for those programs requiring 48 or more quarter credit hours). Where undergraduate work is allowed, it must be well planned and closely controlled. In the vast majority of cases, most, if not all, course work will be at the graduate (700 to 800) level.

Degree Requirements

Credit requirements

The minimum credit requirement for a master's degree is 45 quarter (or 30 semester) credit hours. At least 36 of these quarter credit hours must be earned at the graduate level and in residence at the Institute.

Transfer credit

A maximum of nine quarter credit hours in a 45-credit-hour program or 12 quarter credit hours in a 48- or more credit-hour program may be awarded as transfer credit from other institutions. A request for transfer credit must be made at the time of application for graduate student status. Only a course with a grade of B (3.0) or better may be transferred.

Transfer credits are not calculated in the student's grade point average but will count toward overall credit requirements for the degree. Transfer credits do not count in the satisfaction of residency requirements.

A graduate student who wishes to take courses at another institution and transfer them to his or her degree work at the Institute must obtain prior permission from the appropriate departmental officer or dean.

Thesis requirements

Included as part of the total credit-hour requirement may be a research, dissertation, thesis or project requirement as specified by each department. Some departments have other requirements in place of a thesis. The amount of credit the student is to receive must be determined by the time of registration for that quarter.

For the purpose of verifying credit, an end-of-quarter grade of R should be submitted for each registration of research and thesis/project/dissertation guidance by the student's faculty adviser. Before the degree can be awarded, the acceptance of the thesis/project/dissertation/project must be recorded on the student's permanent record.

Students should also note the following continuation of thesis/project/dissertation policy.

Continuation of thesis/project/dissertation*

Once work has begun on a thesis, project or dissertation, it is seen as a continuous process until all requirements are completed. If a thesis, project or dissertation is required, or such an option is elected, and if the student has completed all other requirements for the degree, the student must register for the Continuation of Thesis/Project/Dissertation course each quarter (including summer quarter). This course costs the equivalent of one quarter credit hour, although it earns no credit.

1. Registration for the Continuation of Thesis/Project/Dissertation course preserves student access to the usual RIT services; e.g., Wallace Library, academic computing and faculty and administrative support. With payment of appropriate user fees, access to the Student Life Center and Student Health Center is also preserved.
2. If circumstances beyond students' control preclude them from making satisfactory progress on their thesis/project/dissertation, they should consider taking a leave of absence and should discuss such a leave in advance with their adviser and/or department head. The dean's signature of approval is required on the Leave of Absence or Institute Withdrawal form, a copy of which also must be sent to the associate provost for academic programs.

The dissertation is required only of Ph.D. students.

If students do not register for the Continuation of Thesis/Project/Dissertation course, or take an approved leave of absence, their departments may elect to remove them from the program.

3. The length of time to complete a thesis/project/dissertation is at the discretion of the department. Be sure to read, however, point 1 under "Summary of requirements for master's degree" on this page.

Candidacy for an advanced degree

A graduate student must be a candidate for an advanced degree for at least one quarter prior to receipt of the degree.

The position of the Graduate Council is that a student is a candidate for the master's degree when he or she has been formally admitted to the Institute as a graduate student.

Summary experience

The Graduate Council regards some form of integrative experience as necessary for graduate students. Such requirements as the comprehensive examination, a project, the oral examination of the thesis and a summary conference are appropriate examples, provided they are designed to help the student integrate the separate parts of his or her total educational experience. The nature of the experience will be determined by the individual college or department.

Overlapping credit for second degree

At the discretion of the Graduate

Committee in the specific degree area, nine to 12 previous master's quarter credit hours can normally be applied toward satisfying requirements for a second master's degree. The use of a given course in two different programs can be allowed only if the course that was used for credit toward the first degree is a required course for the second degree. The course must be used in both programs within five years; i.e., no more than five years between time used for the first degree and applied again toward the second degree.

In no case shall less than the minimum 36 quarter credit hours of residency be accepted for the second degree. If duplication of courses causes a student to go below the 36-hour limit in the second degree program, he or she would be exempted from these courses but required to replace the credit hours with departmentally approved courses. An RIT student will not be admitted through the Graduate Enrollment Services Office to the second degree program until the first program has been completed.

Financial standing

Tuition and fees paid to the Institute cover approximately 60 to 70 percent of the actual expense of a student's education. The rest of the cost is borne by the Institute through income on its endowment, gifts from alumni and friends and grants from business and industry.

Students, former students and graduates are in good financial standing

when their account is paid in full in the Bursar's Office. Any student whose account is not paid in full will not receive transcripts, degrees or recommendations from the Institute.

The Institute reserves the right to change its tuition and fees without prior notice.

Summary of requirements for master's degree

1. Successfully complete all required courses of the Institute and the college. These requirements should be met within seven years of the date of the oldest course counted toward the student's program. Extension of this rule may be granted through petition to the Graduate Council.
2. Complete a minimum of 45 quarter credit hours for the master's degree. At least 36 quarter credit hours of graduate-level course work and research (courses numbered 700 and above) must be earned in residence at the Institute.
3. Achieve a program cumulative grade point average of 3.0 (B) or better.
4. Complete a thesis/project/dissertation or other appropriate research or comparable professional achievement at the discretion of the degree granting program.
5. Pay in full, or satisfactorily adjust, all financial obligations to the Institute.

Note: The dean and departmental faculty can be petitioned, in extraordinary circumstances, to review and judge the cases of individual students who believe the spirit of the above requirements have been met yet fall short of the particular requirement. If the petition is accepted and approved by the faculty, dean, and provost and vice president for academic affairs, a signed copy will be sent to the registrar for inclusion in the student's permanent record.

Definition of grades

Grades representing the students' progress in each of the courses for which they are registered are given on a grade report form at the end of each quarter of attendance. The letter grades are as follows:

A Excellent
B Good
C Satisfactory

D and F grades do not count toward the fulfillment of program requirements for a master's degree.

The grades of all courses attempted by graduate students will count in the calculation of the cumulative grade point average. This program cumulative grade point average shall average 3.0 (B) as a graduation requirement. The dean
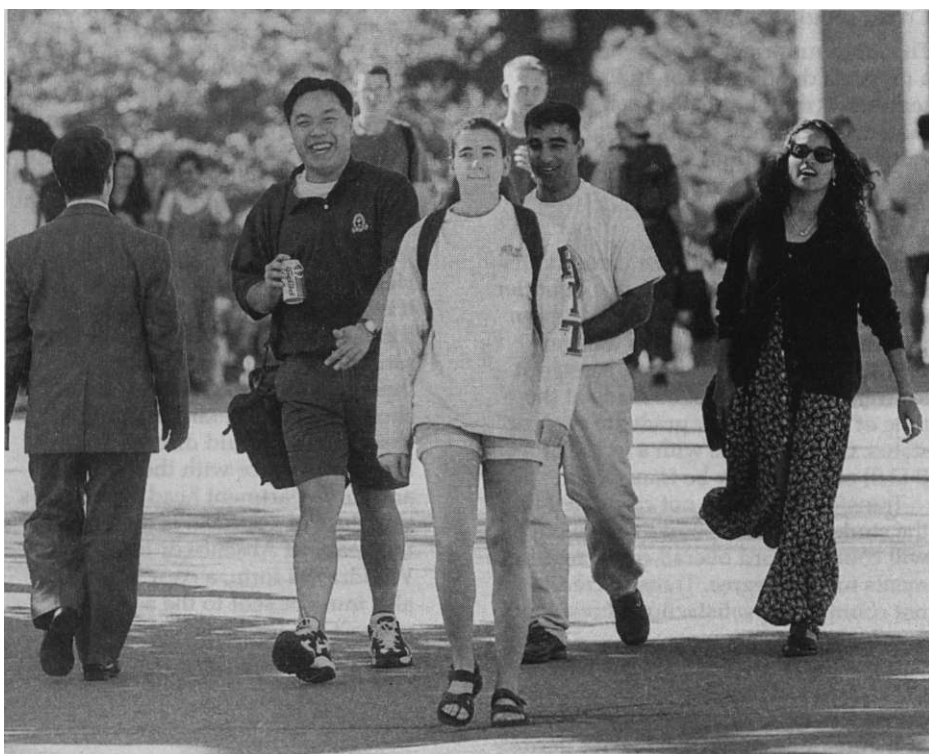
of the college or his designee must approve all applications for graduate courses a student wishes to repeat.

Quality points

Each course has a credit-hour value based on the number of hours per week in class, laboratory or studio and the amount of outside work expected of each student. Each letter grade yields quality points per credit hour as follows:

A   4 quality points
B   3 quality points
C   2 quality points
D   1 quality point

F grades count as 0 in computing the grade point average (GPA). The GPA is computed by the following formula:

$$GPA = \frac{\text{total quality points earned}}{\text{total quality hours}}$$

There are other evaluations of course work that do not affect GPA calculations. Only I and R (as described below) can be assigned by individual faculty members at the end of a quarter.

Registered (R)—a permanent grade indicating that a student has registered for a given course but has yet to meet the total requirements of the course or has continuing requirements to be met. The grade is given in graduate thesis/project/dissertation work.

Completion of this work will be noted by having the approved/accepted thesis/project/dissertation title, as received by the registrar from the department, posted to the student's academic record. Full tuition is charged for these courses. "R" graded courses are allowed in the calculation of the residency requirement for graduate programs.

Incomplete (I)—this notation is given when the professor observes conditions beyond the control of the student such that the student is not able to complete course requirements in the given quarter. This is a temporary grade that reverts to an F if the registrar has not received a change of grade directive from the professor by the end of the second succeeding quarter (including summer terms). Full tuition is charged.

Withdrawn (W)—will be assigned in courses from which a student withdraws through the end of the sixth week of classes or if a student withdraws from all courses in a given quarter.

Audit (Z)—indicates a student has audited the course. The student need not take exams, and full tuition will be charged. A student can change from credit to audit or from audit to credit status for a course only during the first six days of classes. Audited courses do not count toward the residency requirement, do not get included in GPA calculations and do not count toward degree requirements.

Credit by examination (X)—assigned for the successful completion of various external or Institute examinations provided such examinations cover or parallel the objectives and content of the indicated course. Credit must be assigned in advance for any credit received through registration for the indicated courses. "X" graded courses do not count toward the residency requirement. A maximum of 12 quarter credit hours is allowed for graduate courses.

Exceptions to the maximum transfer credit or credit-by-exam for graduate programs can be granted by the associate provost for academic programs in unusual circumstances upon appeal from the dean of the college involved.

Waived—Waived courses are those courses eliminated from the list of requirements that a student must take to graduate. For graduate students, required courses may be waived because of previously completed academic work, but in no case shall the resulting graduate program requirements be reduced below 45 quarter credit hours.

In addition, waiver credit for graduate courses can be applied only toward required, not elective, courses. The process of waiving courses and thereby reducing graduate program requirements is not to be confused with the process of exempting certain requirements that are then replaced by an equal number of credit hours in the specified program.

Changing grades—once a grade has been reported by a faculty member, it is not within the right of any person to change this unless an actual error has been made in computing or recording it. If an error has been made, the faculty member must complete the appropriate form. The completed form must be approved by the head of the department in which the faculty member teaches. When approved, the form is then sent to the registrar. There is, however, an appeal procedure for disputed grades through the Academic Conduct Committee of the college in which the course is offered. A final appeal can be sent to the Institute Hearing and Appeals Board.

Academic probation and suspension

Any matriculated graduate student whose program cumulative GPA falls below a 3.0 after 12 quarter credit hours will be placed on probation and counseled by the departmental adviser concerning continuation in the graduate program.

Those students placed on probation must raise their program cumulative GPA to the 3.0 level within 12 quarter credit hours or be suspended from the graduate program.

Should it be necessary to suspend a graduate student for academic reasons, the student may apply for readmission to the dean of the college or his designee upon demonstration of adequate reason for readmission.

Standards for Student Conduct

The RIT community intends that campus life will provide opportunities for students to exercise individual responsibility and places high priority on self-regulation by its members. All members of the community are responsible for encouraging positive behavior by others, as well as preventing or correcting conduct by others that is detrimental to RIT's educational mission and values.

As an educational community, RIT strives for a campus environment that is free from coercive or exploitative behavior by its members. Moreover, it sets high standards that challenge students to develop values that enhance their lives professionally and that will enable them to contribute constructively to society.

RIT enjoys a diversity of backgrounds, lifestyles and personal value systems among those who compose the academic community. Students, however, are expected to observe and respect the policies and standards of the Institute and the right of individuals to hold values that differ from their own and those expressed by RIT.

Students are encouraged to review the *Student Rights and Responsibilities Handbook* for information regarding campus policies and expectations of student conduct.

Students must recognize that they are members of the local, state, and federal communities and that they are obliged to live in accord with the law without special privilege because of their status as students or temporary residents.

Student Services
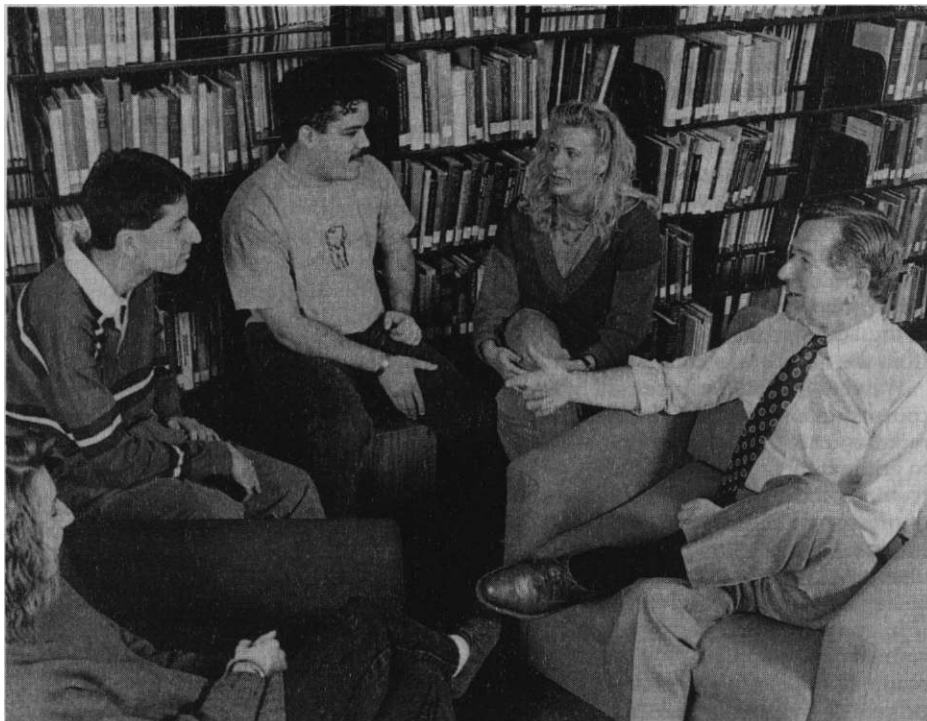
Wallace Library offers extensive print and multimedia resources.

RIT offers a number of services for graduate students. Those described in the following pages are among the most frequently used.

Wallace Library

Wallace Library is a high-technology, multimedia resource center. It is a particular boon to busy graduate students, who find that its vast information resources are as close as their computers. The library's on-line menu provides access to a wide selection of up-to-date electronic resources in Web-based and text formats.

Users can access Wallace's catalog, search electronic databases and surf the Internet. The staff offers hands-on instructional sessions for using various electronic and Internet resources. Specialized class instruction can be scheduled upon request. Reference librarians are available during the week and on weekends to provide individual assistance at the reference desk. In-depth research assistance is available by appointment.

Both videotapes and DVDs can be checked out at the circulation desk. E-books, audio books, and wireless laptop computers are also available. The VAX Internet Area (VIA) provides access to graphic interface workstations, image scanning and a host of interactive CD-ROM titles. Interlibrary loan services and in-house book requests are accessed

through the on-line catalog. The Center for the Visually Impaired houses an Arkenstone Reader and contains periodicals in Braille. Individual carrels and small-group rooms provide more than 1,000 study spaces.

Student artwork and photographs are exhibited in gallery areas. Outstanding student work is purchased and displayed permanently.

A unique entity within Wallace Library, the Cary Library, contains more than 14,000 volumes of rare books illustrating fine printing and other materials detailing the history of printing, book design and illustration, papermaking and other aspects of the graphic arts.

The Rochester Regional Library Council's Access program allows graduate students to obtain a library card that offers access to other area libraries, including those of the University of Rochester and the State University of New York colleges at Geneseo and Brockport.

The latest enhancement to the library is the cafe. Java Wally's opened its doors in early 2001. Serving a wide range of beverages and treats, it has quickly become a popular gathering place for the RIT community.

The library is open more than 100 hours per week, with extended hours before and during finals. For library hours, call 475-2046 (voice); for the

reference desk, call 475-2563 (voice/TTY) or 475-2564 (voice). You can e-mail the library at 610wmlref@rit.edu (RITVAX). The circulation desk can be reached at 475-2562 (voice) and 475-2962 (TTY).

Information and Technology Services

Computing services at RIT are provided by Information and Technology Services (ITS). ITS manages a large VMSCluster (networked Digital VAX and Alpha computers), several UNIX clusters (Digital Alpha computers), a campus-wide network, dial-in access and an IBM mainframe for administrative computing. ITS is in the midst of a major technology upgrade, and is moving into a SUN Solaris environment. Detailed information on the systems that ITS manages and supports may be obtained from the HelpDesk. Some of the more popular features of the RIT computer facilities and network include electronic mail (used extensively by students, faculty and staff), SIS (Student Information System) and access to Internet 1 and Internet 2. Many faculty have incorporated these features into their curricula, resulting in innovative and interesting courses not available elsewhere.

The use of computing systems managed by ITS is guided by the RTT Code of Conduct for Computer and Network Use. Computer accounts are issued to students, staff and faculty so that they may perform activities supporting educational goals and internal RIT functions. Students can obtain an account at the HelpDesk or at the reference desk in the library by showing their RIT ID card. Computer account request forms may be available in campus departments or at www.rit.edu /ess/publications/forms. ITS provides consulting services, seminars, problem solving, and general information to users of enterprise server systems, minicomputers and microcomputers. Contact Client Support Services through the HelpDesk.

ITS operates labs and smart classrooms (in cooperation with the Educational Technology Center) that are available to students for general computing use and to faculty for reserved class work. Assistants are available to help people use the hardware and software available in the labs.

Students are urged to contact ITS staff for advice on hardware, software, and networking in order to help ensure an efficient and effective campus-wide computing environment.

ITS HelpDesk

The HelpDesk is located in room 1113 in the Gannett Building. Hours for fall, winter, and spring quarters:

- Mon. through Thurs.—8 a.m. to 8 p.m.;
- Fri.— 8 a.m. to 5 p.m.; and
- Sun.—noon to 6 p.m.
- Saturdays—closed

Hours for summer quarter, holidays, and quarter breaks:
- Mon. through Fri.—8 a.m. to 5 p.m.
- Weekends—closed

Telephone: 475-4357 or 475-2810 (TTY)

Electronic media:
- E-mail: services@rit.edu
- RITMenu: ASK system
- www.rit.edu/its

Cooperative Education and Career Services

The Office of Cooperative Education and Career Services supports the Institute's commitment to preparing students for technological and professional careers.

Since 1912, RIT has developed one of the country's strongest co-op programs. RIT's cooperative program is the fourth oldest in the world and one of the largest. For those who desire more experience in their field, co-op is an option in several graduate programs. A co-op opportunity may lead to a permanent position upon graduation. Students also may find permanent positions through RIT's on-campus interviewing process or job listing service.

RIT students and alumni find the services of the Office of Cooperative Education and Career Services helpful in the job search. Individual career advising, job search skills sessions, on-line job postings for co-op and full-time positions, and on-campus interviewing provide a steady linkage between campus and the workplace.

Students entering the graduate program are encouraged to meet with their program coordinators early to begin developing their career plans. Students are encouraged to visit the department Web site at www.rit.edu/co-op/careers for more information. The Co-op and Career Services Office hosts frequent orientation sessions to inform students of the many services offered.

Educational Technology Center

The Educational Technology Center provides services that enhance and support the educational environment.

ETC's Media Production Services produces educational and informational media for faculty and staff. These include video, multimedia/Web, graphics, and photography/digital imaging production. Media Production Services also captions video and other media.

The Classroom Learning Technologies department deals with many aspects of classroom technology. Support covers the delivery and setup of projectors (slide, overhead, and video/data) as well as TV/VCR/DVD carts; access to and training on installed classroom equipment; and the operation of equipment in the academic auditoriums. ETC also supports the installation and maintenance of computer and video projection equipment and podiums in classrooms and lecture halls.

The Media Resource Center (MRC) provides media support to faculty, staff, and students. The MRC staff works with faculty to identify media within the collection and locate new media to support their curriculum needs. The MRC collection consists of a variety of media formats, including videotape, DVD, audiotape, and an art history slide collection. Media are available for use in the classroom or the MRC viewing area.

A satellite downlink service is also available for those who would like to view a live teleconference broadcast or have it recorded.

ETC is located on the lower level of Wallace Library. More than 70 students assist with production, campus technology support, and office duties. Individuals are invited to drop in and explore these resources. For further information, call 475-2551 or visit www.rit.edu/~613www/etc.

Counseling Center

The RIT Counseling Center is located on the second floor of the August Center in the Hale-Andrews Student Life Center. The center offers a variety of services to hearing, deaf, and hard-of-hearing RIT graduate students. These include:
- Personal/Psychological Counseling
- Career Counseling
- Career Resource Center
- DISCOVER (Computer-Assisted Career Guidance)
- Testing
- Consultation
- Referral Services

Counseling Center hours are 8:30 a.m. to 4:30 p.m., Mon. through Fri. For more information about counseling services, call 475-2261 (voice/TTY) or 475-6897 (TTY). Check out our Web site at www.rit.edu/~361www/.

Campus Ministries

RIT has long recognized the importance of spiritual growth in the development of the whole person. The Center for Campus Ministries was founded to nurture this aspect of life on campus. Members of various faith traditions work together to serve the spiritual, ethical, and personal needs of our students, faculty, and staff. A variety of services—including Christian, Muslim, Buddhist, Jewish, and Hindu—are offered. Services are also provided for deaf and hard-of-hearing individuals. The Kilian J. and Caroline F. Schmitt Interfaith Center is located on the east side of the Student Alumni Union. It houses the ministers' offices, chapels, and meeting rooms. Visit the Web page at www.rit.edu/~320www/ or call 585-475-2135 for more information.

Learning Development Center

The Learning Development Center provides instruction in reading, study skills, mathematics, and writing. These services are available at no additional charge during regular LDC scheduled hours to all graduate students at the Institute and may be scheduled at the center, located on the second floor, north end, of the administration building.

For more information about Learning Development Center services, call 475-6682.

Student Health Center

The Student Health Center provides primary medical care on an outpatient basis. The staff includes physicians, nurse practitioners, registered nurses, health educators, alcohol/drug counselor and an interpreter for the deaf. Services are available by appointment. Health education programs are provided also.

The Student Health Center is located on the walkway linking the academic and residence hall areas of the campus. Students are seen Monday through Thursday, 8:30 a.m. to 7 p.m., and Friday, 8:30 a.m. to 4:30 p.m. by appointment. Emergencies are seen as need requires. Hours are subject to change and are posted.

The university requires students to maintain health insurance coverage—which they may purchase either on their own or through RIT—as long as enrolled at RIT.

The quarterly student health fee is mandatory for all full-time undergraduate students. Graduate and part-time students may pay either the quarterly fee or a fee for service. Some laboratory work ordered through the Student Health Center is not covered by this fee; there is a charge for this service. Prescription medicines may be purchased from local pharmacies or, for some specific prescriptions, from the Student Health Center. The health fee does not include prescription medications.

Questions about the Student Health Center or health insurance should be directed to the office at 585-475-2255 (voice); -5515 (TTY).

RIT Ambulance

RIT Ambulance is a New York State certified volunteer ambulance service that serves the campus community, including its adjoining apartment complexes. The organization, an auxiliary of the Student Health Center, is governed by RIT students and staff and is staffed by emergency medical technicians. Twenty-four-hour ambulance service is available seven days a week. If, for some reason, the RIT ambulance is not available, there may be a charge for services provided by another corps.

For *emergency* assistance and/or transport, the RIT ambulance can be dispatched through Campus Safety at 585-475-3333 (voice) and -6654 (TTY).

Health records

Medical records are confidential. Information will not be released without the student's written consent. Exceptions to this rule are made only when required by the public health laws of New York State.

New York State immunization requirements

New York State Public Law 2165 requires that all matriculated students enrolled for more than six quarter credit hours in a term and born after January 1, 1957, must provide RIT's Student Health Center with proof that they have received the appropriate immunizations against measles, rubella and mumps. Immunization requirements include two measles vaccinations, at least one month apart, with a live virus, after January 1, 1968, and after the first birthday; and one vaccination each against mumps and rubella (after January 1, 1969, and after the first birthday). Additional information concerning the necessary documentation and where it must be sent is included with the Admissions Office acceptance packet or available from the Student Health Center office.

Emergencies, Escort Service

In case of emergency, call the Institute's 24-hour emergency number, 475-3333/6654 (TTY). For routine security services, call 475-2853/6654 (TTY), which is staffed 24 hours a day.

Campus Safety strongly encourages students to use the escort service, available seven days a week. The Mobile Escort Service is available seven days a week, 11:30 p.m. to 3:45 a.m., on a timed basis. Call 475-2853/6654 (TTY), or use the blue-light courtesy call boxes located throughout the campus.

Additional information about Campus Safety services, security procedures, and crime statistics can be found in the Campus Safety report, which can be obtained by calling 585-475-7799. Our services are also explained on RIT's Web site at www.rit.edu/~206www.

Identification Cards, Vehicle Registration

You will need an RIT identification card to use any campus facility. You should obtain your identification card at the time of your first registration.

For further information, call the ID office, 475-2821 (voice/TTY).

All vehicles operated on campus must be registered with Campus Safety, and stickers must be properly displayed on the inside glass on the driver's side of the vehicle as far to the rear as possible. Institute fines are imposed for operators violating parking and traffic regulations. Fines are payable at the Bursar's Office in the George Eastman Building.

Campus Stores

RIT operates two campus stores. The main store, Campus Connections, is located on the west side of the Student Alumni Union. It consists of two selling floors and is divided into 10 departments selling everything from clothing to textbooks to computers. Store hours are Monday through Thursday, 8:30 a.m. to 8 p.m.; Friday, 8:30 a.m. to 4:30 p.m.; and on Saturday, 11 a.m. to 4 p.m. Store hours may change on holidays, during quarter breaks, and during summer quarter. For current information about hours and special sales, call 585-475-6033. You can also visit the Campus Connections Web site at finweb.rit.edu/bookstore.

Campus Connections accepts cash, checks, MasterCard, VISA, and RIT flexible debit cards for payment. Certain students may have arrangements with a government agency to pay for some of their books and supplies; this is handled at our service counter on the first floor.

The Candy Counter in the Student Alumni Union sells candy, tobacco products, health and beauty aids, film, daily newspapers, snack items, ice cream, and drinks. The Candy Counter accepts cash, checks, MasterCard, VISA, and RIT flexible debit and food debit cards.

Housing Operations

Serving approximately 6,700 students, RIT's campus housing offers many living options to meet the diverse needs, interests and backgrounds of RIT students.

RIT Inn and Conference Center

The RIT Inn and Conference Center offers students fully furnished double rooms with private baths. Included in each room is a TV with cable service, phone with free local service, data access, and air conditioning. Students have access to a heated indoor/outdoor pool, sauna, whirlpool, an exercise room and a laundry room. Full shuttle service to campus is also available to students. Students with cars will receive a commuter parking pass that will provide access to convenient parking on campus. RIT Inn housing is available to graduate students on a space-available basis.

Apartment Housing

Five apartment complexes and nearly 1,000 apartment and townhouse units distinguish RIT's apartment community as one of the largest university-operated apartment programs in the country. The five complexes—Colony Manor, Perkins Green, Racquet Club, Riverknoll, and University Commons—differ in layout and design. Apartments range in size from one-, two- and four-bedroom units; townhouses have two or three bedrooms.

Although the majority of apartment residents are undergraduates, some graduates can be found in each apartment complex. Apartment contracts run from September through May, although, with proper notification, students may terminate their contracts at the end of the quarter. Security deposits are not required, and summer storage is available to eligible returning residents. A modified meal plan is also available to apartment residents through RIT's Food Service Department. University apartment housing is available to graduate students on a space-available basis. For further information on RIT Housing, contact Housing Operations, Rochester Institute of Technology, 63 Lomb Memorial Drive, Rochester, NY 14623-5603 or call 475-2572 (voice) or 475-2113 (TTY).

The Housing Connection

A service of Housing Operations, Housing Connection is designed to meet the general housing needs of the RIT community. The office provides free referrals for students looking for Institute or off-campus accommodations in the Rochester area. In addition, Housing Connection offers the only on-campus clearinghouse for apartment residents in need of additional roommates, providing a continually updated listing of available roommates and their specific interests.

Located at 113 Kimball Drive, Housing Connection provides free maps, information pamphlets, and telephones for users of the service. A trained staff member will assist you in your search for housing or roommates. For more information, stop in or call 475-1237.

International Student Services

With several programs receiving worldwide recognition, RIT enrolls more than 1,200 full-time international students from more than 90 countries.

International Student Services is located in the Center for Student Transition and Support and serves as a resource for all deaf and hearing international students as well as for members of the campus community seeking cross-cultural help. The staff advises students on immigration issues, helps them adjust to academic and cultural expectations in the United States, and provides cross-cultural programs. In addition, the office coordinates off-campus hospitality through the Rochester International Council.

International student clubs on campus offer social activities throughout the year. Campus housing options include International House, a special-interest residence hall floor offering a community experience for both international and U.S. students.

International Student Services offers orientation each quarter. In the fall, the PAL (Peer Adviser Leader) program matches up returning students with new students to help with their adjustment to RIT and the United States.

The office is located on the upper level of the Student Alumni Union. For more information, call 585-475-6943 (voice/TTY).

The English Language Center

Students whose native language is not English can find assistance at the English Language Center. Writing, grammar, vocabulary, conversation and reading courses are offered at several levels each quarter. Courses are also available in Presentation Skills, Computer Word Processing, Pronunciation, Business Communication and TOEFL Preparation, among others.

Students also may enroll in a full-time intensive English to Speakers of Other Languages (ESOL) program. In addition, students may receive individualized instruction tailored to meet their needs. Tuition is charged for the services of the English Language Center.

International students may find employment at the English Language Center, where they can teach their native language and culture or do translations.

The office is located on the first floor (north end) of the George Eastman Building, room 1301. For more information, call 585-475-6684 or visit the Web site at www.rit.edu/~370www or e-mail jbcelc@rit.edu.

English Language Testing

The minimum TOEFL requirement for most graduate programs at RIT is 213/550. Upon arrival at RIT, students with English as a second language may be required to take a battery of English tests, including a writing test, a speaking test, and the Michigan Test of English Language Proficiency. Students who do not demonstrate proficiency in writing, listening, speaking, or other language skills may be advised to enroll in English instruction at additional cost.

The tests are given at the English Language Center in the George Eastman Building before registration each quarter or at another time by appointment. Students who have paid enrollment deposits will receive information on testing dates from the Center for Student Transition and Support.

There is no cost for the test to RIT students who have already been accepted. Others pay a fee. For more information, call 585-475-6684.

Margaret's House— Child Care Programs

Margaret's House is a NYS licensed and nationally accredited child care center offering full-day quality care and education for children eight weeks to eight years of age. It includes a district-approved full-day kindergarten as well as after-school, vacation, and summer programs. It is open to children of RIT students, faculty, and staff and members of the greater Rochester community. Margaret's House is located on campus and is open year round. Call for information and registration material.

- Infant and toddler programs: eight weeks to 36 months
- Preschool programs: three- and four-year olds
- Full-day kindergarten /after-school programs: five- to eight-year-olds

Contact Roberta DiNoto at 585-475-5176 (voice/TTY) or rxdhcc@rit.edu.

Kids on Campus programs

Kids on Campus provides a variety of academic and recreational summer programs to students entering first grade through high school. Programs are characterized by a dynamic, project-oriented approach to learning.

- "Lil" Kids on Campus: for youngsters entering grades 1 through 4
  Full-day program offered July through August
- Kids on Campus: for youngsters entering grades 5 through 9
  Full-day program offered during July
- Kaleidoscope: for high school students
  Independent academic workshops in a variety of content areas, offered throughout the summer

Kids on Campus programs are offered to all Rochester-area students. Call for information and registration material. Contact Susan Kurtz at 585-475-5987 or sfkldc@rit.edu.

Veteran Services

Courses and programs at the Institute are approved for the education of veterans under the Veterans Readjustment Benefits Act, the Rehabilitation Acts and the War Orphans Act.

To receive benefits, an eligible veteran or dependent must submit an application for the VA "Certificate of Eligibility." This application must be sent to the VA Regional Office in Buffalo, N.Y., well in advance of the beginning of the starting quarter. These applications are available at local VA offices or on campus from the Office of Part-time Enrollment Services.

To ensure a smooth transition and successful academic program completion, start your benefits paperwork early. For benefits assistance or information, call 475-6641.

Commission for Promoting Pluralism

The Commission for Promoting Pluralism was established to formulate a plan of action that would address seriously and deliberately the subject of pluralism and community building in every part of the university. Its evolution is the result of an identified need for RIT constituents to deepen their respect and appreciation for all people in the RIT community and beyond. This institutional focus attempts:

- to proactively identify and eliminate barriers that restrict equality throughout the RIT community,
- to develop and implement programs that promote commitment to equality and justice in campus-wide activities and
- to develop and nurture a support system that increases participation by all members of the RIT community.

RIT Terminology

Academic probation—A formal warning from your college dean that you are in danger of being suspended or dismissed from RIT because your grade point average (GPA) has fallen below 3.00 (B average). (See page 157 for a more complete description.)

Accredited—An academic program, school or university that has been reviewed by an appropriate educational association and meets its standards of quality in academics and services is accredited. RIT is accredited by the Middle States Association of Colleges and Schools, and several of its academic departments and programs have achieved additional accreditation by national associations within their discipline.

Audit—Attending a course without receiving an evaluation grade (such as A, B, etc.) or receiving credit. To audit a course, you must formally register for it and have the permission of the department. Audited courses may not be used to fulfill degree requirements, although the course and an audit grade of Z will appear on your official transcript.

Cooperative education (co-op)—The opportunity to work in a full-time, paid position related to your field of study. Co-op is a formal component of many RIT programs. Co-op experiences are divided into "blocks" of one quarter each and do not carry credit. They should be carefully coordinated with the help of your adviser, the Office of Cooperative Education and Career Services and your employer. Registration is required.

Credit by exam or experience—Academic credit awarded based on evaluation of a comprehensive examination, interview or record review.

Credit hour—The numerical value assigned to courses, internships and other educational experiences. RIT follows a quarterly academic calendar, so its base measure is the quarter credit hour, which generally equals two-thirds of a semester hour.

Curriculum—The set of courses that, when finished successfully, can qualify a student for an academic degree. The curricula for all of RIT's degree programs have been registered with the New York State Education Department.

Discipline—A distinct academic area of study. At RIT, most programs are interdisciplinary, or include course work from a variety of areas of study.

Distance learning—A means of earning a certificate or degree off campus through methods such as cable TV broadcasts and videotapes of lectures; teleconferences; computer conferences; and on-line computer services such as electronic blackboards, picture phones and electronic mail. These technologies enable RIT's distance-learning students to follow the same quarter system of study as on-campus students.

Drop/add—Formally changing the set of courses in which you are enrolled in any quarter by adding or removing yourself from an official class list for a course. You may add or drop a course until the end of the sixth class day of a quarter, as specified on the academic calendar. If you do not officially submit a drop/add form for a course, you may receive a failing grade for a course you have stopped attending or not receive credit for a course you have begun attending.

Dual degree program—A program combining the course curricula from a bachelor's degree program and a master's degree program. This produces a streamlined curriculum that allows selected students to earn both a bachelor's and master's degree at the same time.

Full-time student—A student registered for at least 12 quarter credit hours of course work per quarter (excluding audits and credits by exam or experience) or registered for a cooperative education work block during the quarter.

Good standing—A student eligible to enroll in courses (not suspended) as verified by the Office of the Registrar. Certain financial aid programs have specific "standards of progress" by which students are determined to be in "good standing" and therefore eligible for aid.

Graduate-level course—a course designed for postbaccalaureate students and in support of one of RIT's many master's or doctorate degree programs (700-level and higher).

Half-time student—A student registered for six to 11 credit hours during a quarter.

Internships/field instruction—An experiential learning program in which students are placed into a public or private agency to work with professionals in their field of study. The student is eligible for academic credit for the work and is supervised and supported by a mentor while in the position.

Lower-division course—An undergraduate course typically taken during the first or second years of study (100- to 300-level).

Matriculated—A student who has been formally accepted into an academic program and begun a course of study. You must be matriculated in order to receive degrees or other formal awards from RIT.

New York State Immunization Certification—New York State Public Law 2165 (June 1989) requires RIT to either verify that students have been immunized according to state health law (see page 149 for specifics) or deny them access to RIT facilities. For more information, contact the RIT Student Health Center.

Part-time student—A student registered for at least one course during a quarter, excluding audits and credits by exam/experience.

Residency—Term for the minimum number of credit hours a student must earn at RIT to be eligible for academic certification and completion of degree requirements. The residency requirement ensures that RIT faculty have sufficient opportunity to evaluate your academic abilities.

Suspension—Dismissal from RIT for either academic or disciplinary reasons, which bars a student from enrolling in any RIT courses while the suspension is in effect. If you are suspended for academic reasons, you must usually wait for at least a year before applying for readmission (see page 157). If you are suspended as a result of action by the judicial and appeals processes, you may not be readmitted until the dismissal is formally waived by the Office of Student Conduct and Mediation Services.

Upper-division course—An undergraduate course usually taken during the last two to three years of study (400- to 600-level courses).

Withdrawal from a course—Removal of a student from the official enrollment list of a class for a given quarter after the six-day drop/add deadline. You may withdraw from a course at any time through the sixth week of the quarter (time frames are adjusted for sessions of fewer than 10 weeks). After the end of the sixth week, you may withdraw only with written approval of the course instructor and chairperson of your department of study. In either case, tire course remains on your record with a grade of "W," and you are still financially responsible for the course tuition.

Course Number Index

RIT course numbering: Throughout this bulletin and in registration materials that are published quarterly, courses are generally referred to by their seven-digit registration number. The first two digits refer to the college offering the course. The third and fourth digits identify the discipline within the college. The final three digits are unique to each course and identify whether the course is noncredit (less than 099); lower division (100-399); upper division (400-699); or graduate-level (700 and above).

College of Business

*0101..............Accounting
*0102..............Management/Technology
              Management/International Business
*0103..............Economics
*0104..............Finance
*0105..............Marketing
*0106..............Decision Sciences/Production &
              Operations Management
*0112..............Management Information Systems

College of Engineering

*0301..............Electrical Engineering
 0302..............General Engineering
*0303..............Industrial & Manufacturing
              Engineering
*0304..............Mechanical Engineering
*0305..............Microelectronic Engineering
*0306..............Computer Engineering
*0307..............Quality & Applied Statistics
 3010..............Software Engineering

College of Liberal Arts

 0501   Criminal Justice
 050 2   Language
 050 3   Foreign Languages
*0504..............Literature & Film
*0505..............Fine Arts
*0507..............History
 0508..............Science, Technology & Society
*0509..............Philosophy
 051 0   Anthropology
 051 1   Economics
 0513..............Political Science
* 0514..............Psychology
*0515..............Sociology
 0516..............Social Work
 0520..............Interdisciplinary—Liberal Arts
 0535..............Professional & Technical
              Communication

College of Applied Science and Technology

 0601..............Computer Programming
* 0607..............Packaging Science
 060 8   Civil Engineering Technology
 060 9   Electrical Engineering Technology
*0610..............Mechanical Engineering
              Technology
 0614..............Telecommunications Engineering
              Technology
*0617..............Manufacturing Engineering
              Technology
 0618..............Computer Engineering Technology
 062 0   Nutrition Management
 0621   Food Management
 062 2   Hotel & Resort Management
 062 3   Travel Management
*0624..............Hospitality/Tourism Management
* 0625..............Service Management
*0626..............Human Resource Development
*0627..............Instructional Technology
* 0630..............Environmental Management
              Technology
*0633..............Safety Technology

*0635..............Health Systems Administration
 0680 ...:..........Accounting & Business Systems
 068 1   Business & Management
 068 2   International Business
 0684..............Quality Management
 0686..............Humanities & Social Science
*0688..............Technical Communications
 0690..............Deaf Studies
 0692..............Math & Science
 0694..............Emergency Management
*0699..............Cross-Disciplinary Professional
              Studies

National Technical Institute for the Deaf

 0801..............Accounting Technology
 080 4   Business Technology/
              Administrative Support Technology
 080 5   Applied Computer Technology
 080 6   Interdisciplinary Studies
 081 2   Computer Integrated Machining
              Technology
 081 3   Computer Integrated Machining
              Technology
 0820..............Healthcare Billing & Coding
              Technology
 0825..............Art & Computer Design
 0827..............Ophthalmic/Optical Finishing
              Technology
*0835..............Graduate Secondary Education
 0853..............Prebaccalaureate Studies
 0860..............Speech & Language
 0875..............ASL/English Interpretation
 087 8   Digital Imaging & Publishing
              Technology
 087 9   Laboratory Science Technology
 088 0   Communication Studies
 088 0   Humanities
 088 1   Performing Arts
 088 2   Social Science
 088 3   English
 088 4   Mathematics
 088 5   Science
 088 6   American Sign Language
 0890..............Computer Aided Drafting
              Technology

College of Science

 1001..............Biology
 100 4   General Biology
 100 5   Field Biology
*1008..............Analytical Chemistry
* 1009..............Biochemistry
*1010..............Chemistry
 1011..............General Chemistry
* 1012..............Inorganic Chemistry
* 1013..............Organic Chemistry
* 1014..............Physical Chemistry
* 1015..............Environmental Chemistry
"1016..............Mathematics
 1017..............Physics
 1019..............Technology Mathematics
* 1023..............Clinical Chemistry
 102 4   Medical Technology
 102 5   Nuclear Medicine Technology
 102 6   Allied Health Sciences—General

 1027   Biomedical Computing
* 1028..............Materials Science & Engineering
* 1029..............Polymer Chemistry
 1030..............Diagnostic Medical Sonography
 1032..............Physician Assistant
*1050..............Color Science
* 1051..............Imaging Science

English Language Center

 1701..............English Language Center

Learning Development Center

 1710..............Learning Dev. Ctr.—Technical

College of Imaging Arts and Sciences

*2001..............Interdisciplinary Imaging Arts
*2010..............Graphic Design
*2011..............Art Education
 201 2   Fine & Applied Arts & Crafts
 201 3   Foundation Courses
*2014........— Computer Graphics Design
 2015..............Interior Design
*2019..............Illustration
*2020..............Medical Illustration
*2021..............Fine Arts Studio
*2035..............Industrial Design
*2037..............Graduate Studies
 2039..............Art History
*2040..............Ceramics & Ceramic Sculpture
*2041..............Glass
*2042..............Metalcrafts & Jewelry
*2043..............Textiles
* 2044..............Woodworking & Furniture Design
 206 0   Fine Art Photo
 2061   Biomedical Photo
* 2065..............Film & Animation
*2066..............Graduate Photography
 206 7   Illustration Photography
 206 8   Imaging Systems Management
 2076..............Imaging & Photo Technology
*2080..............Printing Management
* 2081..............Printing Technology

Interdisciplinary

 3001..............Digital Media
 3010..............Software Engineering

College of Computing and Information Sciences

*4002..............Information Technology—Software
 4003..............Computer Science
"4004..............Information Technology—IT/IMD
* 4005..............Graduate Computer Science

* *Graduate-level courses offered*

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South

WILTSIE DRIVE

97
Colony Manor Apartments

99

A   B

Student Residences

25

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35

37 33 31   30

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41 39   32

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49   50 C

50 B   M

50 A

55

L   60   N

LYON CRESCENT

Bus

North

East: Shopping District & Expressway System

JEFFERSON ROAD   ROUTE 252

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			Residence Life
90	Perkins Green Apartments	39	Helen Fish Hall A, B
97	Colony Manor Apartments	41	Helen Fish Hall C, D, E, F
27	Francis Baker Hall	43	Nathaniel Rochester Hall
29	Francis Baker Hall	47	Sol Heumann Hall
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			University Commons

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1 George Eastman Building
Academic:
College of Applied Science & Technology:
Hospitality & Service Management
Environmental Management
Center for Multidisciplinary Studies
AFROTC, ROTC
B. GolisanoThomas College of
Computing and Information Services
College of Liberal Arts:
Psychology, School Psychology,
Social Work, Sociology/Anthropology
Professional & Technical Communication
English Language Center
Learning Development Center
NTID Social Work Support Dept.
Administrative:
Office of the President, Academic Affairs,
Academic Senate Office, Bursar,
Commission for Promoting Pluralism,
Development, Finance & Administration,
Human Resources, Information &
Technology Services, Institutional
Research, Office of the Provost, Registrar,
TRIO Program

2 Frank Ritter Ice Arena

3 George H. Clark Gymnasium
Edith Woodward Pool,
Intercollegiate Athletics

4 Student Alumni Union
1829 Room, Alumni Room,
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Student Transition & Support, Clark Meeting
Rooms, Credit Union, Fireside Lounge, Ingle
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& Apartment Student Association, Ombuds
Office, RITskeller, Staff Council Office,
Student Affairs Office, Student Conduct,
Student Employment, Student Government,
Women's Resource Center

Wallace Library
Archives & Special Collections,
Cary Collection, Educational Technology
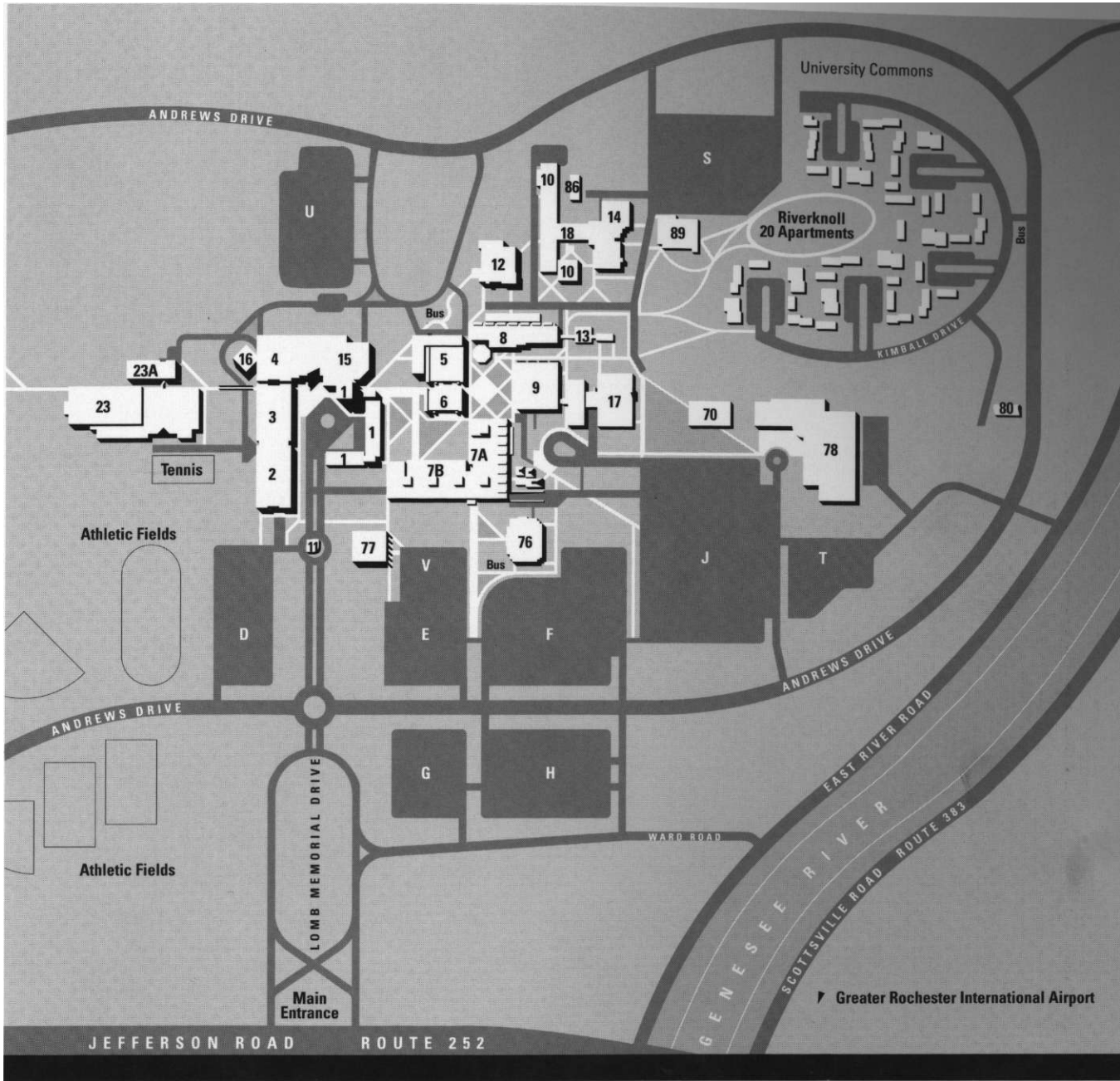Center, Java Wally's, Online Learning

6 Liberal Arts Building
College of Liberal Arts:
Criminal Justice, Economics, Fine Arts,
History, Language & Literature, NTID
Liberal Arts Support Dept., Philosophy,
Political Science, RIT Exploration Program,
Science, Technology & Society,
Social Sciences

7A James E. Booth Building
Academic:
College of Imaging Arts & Sciences:
Bevier Gallery, School of Art, School of
Design, School for American Crafts
NTID:
Art & Computer Design, Imaging Arts &
Sciences Support Dept.
Webb Auditorium
Administrative:
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7B Frank E. Gannett Building
Academic:
College of Imaging Arts & Sciences:
School of Film & Animation,
School of Photographic Arts & Sciences,
SPAS Photo Gallery, School of Print Media
Administrative:
ITS HelpDesk, Client Support Services;
ITS Technical Support Services

8 Gosnell Building
College of Science:
Allied Health Sciences,
Biological Sciences, Chemistry,
Mathematics & Statistics, Physics,
Center for Materials Science & Engineering,
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NTID Science Support Dept.

9 James E. Gleason Building
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Software Engineering (CAST)
NTID Engineering Support Dept.

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Riverknoll
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Bus

80

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Bus

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13'

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Athletic Fields

LOMB MEMORIAL DRIVE

Greater Rochester International Airport

Main
Entrance

JEFFERSON ROAD   ROUTE 252

10 Lewis P. Ross Building
Academic:
Computer Science (CCIS)
Administrative:
ITS Data Center Operations
ITS Technical Support Services

11 Information Center

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Accounting, Finance, International Business,
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Center for Physical Education & Recreation,
Robert James Spinney Gymnasium

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Sylvio O. Conte Counseling Center:
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Services, Government and Community
Relations, Honors Program, Study Abroad,
Nathaniel Rochester Society,
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