

**Skills**

The ability to judge, appraise and evaluate, in matters ethical, aesthetic, empirical and logical.

The ability to reason analytically, formally, symbolically and quantitatively.

The ability to solve problems by creative synthesis of knowledge.

The ability to organize thought and communicate in written and oral form.

The ability to communicate in a second language.

**Knowledge**

Knowledge of the heritage of Western civilization, including major artistic, scientific, technological, philosophical and social developments.

Knowledge of a non-Western culture and an understanding of the interaction of cultures.

Knowledge of the natural and physical world.

Knowledge of the forms and currents in twentieth century arts and philosophy.

Knowledge of contemporary social institutions.

Knowledge of how language permits communication, shapes thought and changes through time.

**Experiences**

Experience of creativity or performance in the arts.

Experience of the way science generates, organizes and verifies knowledge.

Experience using computer tools in academic settings.

**World Citizenship**

Members of the SUNY Potsdam community believe that an educated citizenry understands its rights and responsibilities as members of local, national and global societies. Such individuals possess not only knowledge and skills, but also the commitment to apply them in service to their community.

Your educational experience provides the intellectual framework for becoming an informed world citizen:

Learning to think critically.

Becoming aware of social values and principles.

Understanding the rights and responsibilities of citizens and the principles of democratic civic involvement.

Learning that a person's actions can have broad consequences, accepting responsibility for recognizing those effects, and changing one's actions when necessary.

Understanding the impact of human activities on living and non-living resources.

Understanding the concepts of social and economic justice.

Understanding U.S. society in the context of the larger world society.

The College provides opportunities for students to:

Give service to the community.

Develop skills in stewardship, leadership and teamwork.

Define an issue or problem, suggest alternative solutions or courses of action, evaluate consequences for each alternative solution or course of action, prioritize solutions based on established criteria, and propose an action plan to address the issue or resolve the problem.

Consider the rights and interests of others.

Analyze the influence of shared and conflicting societal values.

Demonstrate that social values can be both unifying and divisive forces.

Develop self-confidence in their effectiveness as citizens.

Practice constructive decision-making techniques.

**Advising Mission Statement**

SUNY Potsdam is committed to promoting student success through responsible academic advising. Our mission is to foster dynamic and interactive relationships between advisers and advisees that help students satisfy the academic requirements of the College, take advantage of support services, explore career opportunities, and develop skills necessary to thrive and provide leadership in a complex and mutable world.

**Philosophy**

Advising is a crucial faculty and student responsibility. It involves a personal and professional relationship between student and adviser, built through the process of periodic communication. Advising also focuses on utilizing campus resources to assist students in selecting courses and formulating sound educational, career and life goals. The advising relationship provides students with a direct mentoring link to teaching faculty and professional staff, encouraging active engagement in their educational process and increasing their overall connection to the College and its mission. Personal and professional advising also promotes a supportive educational and social environment. The advising process enables students to pursue their educational goals and encourages them to become successful and productive members of the College community.

**ACADEMIC PROGRAMS****Graduation in Four Years**

SUNY Potsdam's undergraduate degree programs are designed to permit graduation in four calendar years from the initial date of enrollment. The College provides sufficient class offerings of required and elective courses, or appropriate substitutions, to first time freshmen who have the academic skills needed to complete a four-year prescribed program of study.

Students who plan to graduate in four years need to successfully fulfill all academic, grade and course work requirements in a declared first major field of study and meet all requirements for the General Education Program in the sequence indicated by the academic first major department; complete the 120-hour minimum academic and 4-hour non-academic credit requirements as well as the College residency requirement; maintain a 2.0 overall grade point average each of the eight semesters; and meet any other academic major department or School criteria established for the first major.

Students who plan to graduate in four years are well advised to formally declare an academic major before the end of the first semester in the

freshman year, although it may be possible to complete some majors in four years despite a later declaration of major. Students should meet each semester with an academic adviser in the major to plan a class schedule; and enroll in and complete a full-course load of 15 or more academic credit hours in each of the eight semesters. Students should also meet all designated College deadlines related to course registration or access to College services; and comply with all academic or administrative policies and/or procedures of the College.

## Degrees

SUNY Potsdam offers four undergraduate degrees: the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science. The requirements for the four degrees differ and are detailed elsewhere in this catalog (see below). All offer opportunity for professional training.

The Bachelor of Fine Arts is a professional undergraduate degree in the visual arts. The B.F.A. offers increased breadth and depth in the studio arts and includes advanced study in art history and arts theory.

The Bachelor of Arts is the degree traditionally pursued by those who aspire to leadership in society and in the professions. The curriculum is divided into three parts. In keeping with the liberal arts ideal of breadth plus depth, and to ensure acquaintance with many of the fields of human intellectual endeavor, there is a General Education requirement comprising about one-third of all coursework. There is a major requirement, comprising somewhat less than one-third of all coursework, to ensure that students pursue one field to a point of competence. The remainder of the B.A. program is free electives, which may be used to meet professional requirements through a second major (such as a teacher certification program) or a minor, to strengthen a major, or to explore additional areas of interest.

The Bachelor of Music is a professional degree. Approximately two-thirds of the curriculum is devoted to a carefully structured and progressive program that develops professional musical competence. The remaining one-third of the students' time is directed toward the liberal arts in order to give them a broad perspective on their professional training.

The Bachelor of Science is a degree that allows a student the ability to concentrate extensively on one subject area. The curriculum is divided into three parts with coursework in the major consisting of somewhat more than one-third of all coursework.

## Enrollment Status

To pursue the baccalaureate, students must be formally admitted to the College and accepted into a curriculum leading to a degree. This is also known as matriculated status.

## College-wide Degree Requirements

Students must complete 120 academic credit hours for the bachelor's degree. Some music programs may require as many as 124 academic credit hours. In addition, all students must satisfy the requirement of four physical education activity courses. It is the responsibility of each student to become familiar with degree requirements, graduation requirements, and all other aspects regarding academic progress.

## Requirements for the Bachelor of Arts and Bachelor of Science Degrees

In addition to the College-wide degree requirements already described, candidates for the Bachelor of Arts and Bachelor of Science degrees must fulfill the following requirements. For additional information on the Bachelor of Music degree, please refer to the section on The Crane School of Music. For additional information on the Bachelor of Fine Arts in Visual Arts, please see the Department of Art listing.

### The Liberal Arts Requirement

By regulations of the Commissioner of Education of the State of New York, all Bachelor of Arts degrees must contain a minimum of 90 credit hours of liberal arts courses. All Bachelor of Science degrees must contain a minimum of 75 credit hours of liberal arts courses.

Additional Notes:

1. This requirement does not mean that students must limit themselves to 90 (or 75) credit hours of liberal arts coursework or, conversely, 30 (or 45) credit hours of non-liberal arts coursework. Frequently students complete more than 90 (or 75) credit hours of liberal arts coursework.
2. A careful accounting of liberal arts/non-liberal arts courses should be kept by students and their advisers to ensure that the 90 (or 75) semester hour requirement is completed. This rule does not preclude students from taking more than 30 (or 45) credit hours of non-liberal arts credit if desired, but no more than 30 (or 45) will be counted toward the B.A. or B.S. degree.

### Courses Carrying Liberal Arts Credit

Most courses offered in the School of Arts and Sciences are given for liberal arts credit. Non-liberal courses are designated with "@" in the title in the Schedule of Classes. Refer to individual course listings for further information.

In reference to internships and practica in the School of Arts and Sciences, no more than 12 credit hours may be counted as liberal arts credit and of these no more than six credit hours may be from any one department. Of course, more hours may be taken as non-liberal arts credit. Internships and practica may or may not be liberal arts courses. To be approved for liberal arts credit, each course must be approved by a committee comprised of the Provost and the deans of the three schools.

For students other than music majors, up to six credit hours of non-liberal designated music performance courses (prefixed MUAP or Mulp) may be used for liberal arts credit.

School of Education and Professional Studies courses designated EDLS are offered for liberal arts credit.

### Requirements – Hours Outside Any One Department

To provide for depth and diversity in liberal arts, students pursuing a B.A. degree must take at least 70 credit hours, B.S. degree students must take at least 65 credit hours, and B.F.A. degree students must take at least 60 credit hours of undergraduate work outside any one department or discipline.

For the purposes of this requirement, the following are considered to be separate departments or disciplines:

Anthropology, including subject codes ANTA, ANTC, ANTH, ANTL and ANTP;

Art, including subject codes ARTH, ARTM and ARTS;  
 Biology, including subject code BIOL;  
 Business Administration, including subject codes BUEC, ACCT, FINA, MGMT and MKTG;  
 Chemistry, including subject code CHEM;  
 Communication, including subject code COMM;  
 Community Health, including subject code HLTH;  
 Computer and Information Sciences, including subject code CIS;  
 Dance, including subject code DANC;  
 Economics, including subject code ECON  
 Education, including subject codes EDLS, EDUC and SECD;  
 Employment Relations, including subject code EMRE;  
 English, including subject codes COMP (except COMP 101), LITR and LNCS;  
 Geology, including subject code GEOL;  
 History, including subject code HIST;  
 Mathematics, including subject code MATH;  
 Modern Languages, including subject codes FREN, SPAN, ARAB, MOHK, LATN, GREK, GERM, ITAL, LANG, LING, LITT and ESL;  
 Music, including all MU\_\_ subject codes;  
 Philosophy, including subject code PHIL;  
 Physics, including subject code PHYS;  
 Politics, including subject code POLS;  
 Psychology, including subject code PSYC;  
 Sociology, including subject code SOCI;  
 Theatre, including subject code DRAM;  
 Wilderness Education, including subject code WILD.

### Upper-division Requirement

All candidates for the B.A., B.F.A. or B.S. degree must complete a minimum of 45 credit hours in upper-division courses, that is, courses numbered 300 or above.

Notes:

1. It is not a requirement that these 45 credit hours comprise liberal arts credit courses only. However, students and advisers should be aware of the 90 (or 75) semester-hour liberal arts requirement.
2. No two-year college course may be transferred for upper-division credit.
3. Determination of upper-division credit for courses transferred from four-year colleges will be made by the Academic Transfer Services Office, in consultation with appropriate department chairs.
4. A minimum of 15 credit hours in the major must be at the upper-division level.

## General Education Program

A liberal arts education contains three components: general education, which provides a structured breadth of knowledge and development of skills; the major, which promotes specialized, in-depth knowledge and hones and expands the skills necessary to use that knowledge; and the free electives, which broaden areas of personal interest. Though separate components, they reinforce each other in developing a student who has specialized knowledge and skills yet who is also cognizant of the broader perspective and is confident and effective in confronting issues outside the areas of specialization. Further, the General Education Program assists and complements the major by providing a liberal context for the pursuit of that specialized study.

Students matriculating at SUNY Potsdam or another regionally accredited institution of higher learning will complete the requirements of the General Education Program that went into effect that year. The Program defines learning in terms of what general education seeks to accomplish – the knowledge, skills and experiences our students are encouraged to gain.

### General Education Program Rationale

At one time it may have been possible to impart to students, in four years of college, knowledge that would be adequate for the rest of their lives. It certainly is not possible today. The contemporary college graduate will have to learn much throughout life, both in professional and personal areas. At one time it was reasonable to expect that one or two vocational fields would suffice for a lifetime. Today's students should expect not only numerous changes in vocational fields but also the likelihood of employment in fields that currently do not exist. Further, the need to learn throughout life is no less great in the various non-professional areas of life. Here, too, contemporary students should expect to face accelerating change and complexity and fresh challenges after college. Coping with the future will require constant learning. No amount of information or facts acquired at college will suffice. Hence contemporary students need to learn how to learn. Learning how to learn implies the development of skills and abilities. Therefore, an adequate contemporary general education program should include an emphasis on the development of skills and abilities.

But this does not imply that knowledge or information may be neglected. Coping with the present and future requires greater knowledge than heretofore. The challenges of dramatic change will require drawing on a deep and broad understanding of history and our social and political institutions. Science and technology will increasingly affect, and require responses from, all citizens and can no longer be relegated to a few specialists. In addition, intercultural understanding, once an accessory is now essential, as the world has become fundamentally interactive and interdependent.

Further, an adequate curriculum addresses the fact that a college student is not a disembodied intellect but a whole person that includes body and spirit, appetites and emotions. This suggests the value of an experiential component in a general education program. First of all, some academic areas are concerned with what is inherently experiential. The arts are a conspicuous example. Second, students are more readily and deeply engaged whenever the academic enterprise incites experiential response.

### General Education Components and Requirements

The General Education Program and requirements provide the means by which a conscientious student can achieve these goals. The program seeks to emphasize the distinctiveness of the College, to be stimulating to students and faculty and to permeate all aspects of campus life. It provides the opportunity to study the methods, potentials and limitations of the principal modes of understanding or ways of knowing and helps the student to make comparisons and connections among various branches of knowledge. The skills, which are fostered in the program, are purposely integrated with the subject matter of the courses to make them immediately relevant. And, as the student progresses from the General Education Foundation (GEF) courses to the Modes of Inquiry and Writing- and Speaking-Intensive courses, he or she is challenged to gradually develop increasingly sophisticated skills, to expand the bases of knowledge, and to engage in experiential learning.

Before registering for the first semester of classes, each student will receive a General Education Audit Sheet. The student manual can be found on the General Education Web site at [www.potsdam.edu/gened](http://www.potsdam.edu/gened), which more thoroughly details the components of the program and their objectives, the requirements and other relevant information. The General Education Manual contains the most current information available on program requirements.

Every semester thereafter, a General Education updated listing of the courses which can be used to fulfill the different program components will be published as part of the Schedule of Classes. This list of courses can change from one semester to the next as faculty members create and revise courses. The requirement fulfilled by a course the semester it is taken will always be valid and binding, regardless of whether the course may be altered to fulfill a different, or perhaps new, requirement in a future semester.

The following General Education requirements apply to all students matriculating fall 2006 or later.

### General Education Foundations (GEF)

(4 courses: 13-14 credits)

GEF contains four courses intended to strengthen verbal and quantitative skills along with critical thinking and information literacy, which students will need and build upon in succeeding years.

#### A. Communication Experience: (2 courses, each bearing 3 or 4 credits)

1. [FW] First-Year Writing (1 course, 4 credits). The FW course teaches the composition of sound and effective written arguments suitable for academic contexts. The course should encourage student writers to think critically as they develop logical, complex arguments, and to develop a repertoire of skills in invention, drafting, revision, and editing.
2. [FS] Speaking, Reasoning and Research (1 course, minimum 3 credits). Encourages speaking, critical thinking, information resources and writing skills development. The subject matter through which these skills are addressed will depend upon the course, which is selected.

#### B. Quantitative Experience: (1 course, minimum 3 credits)

1. [FM] First-Year Mathematics (1 course, 3 credits). The FM course introduces quantitative methods and strengthens reasoning skills needed to respond with greater sophistication in a complex technological world. Students will show competence in the following quantitative reasoning skills: arithmetic, algebra, geometry, data analysis, and quantitative reasoning.

#### C. Critical Thinking Experience: (1 course, minimum 3 credits)

1. [FC] Critical Thinking (1 course minimum, 3 credits). The FC course introduces the standards of good reasoning and strengthens basic reasoning skill. Major course objectives shall include oral and written practice to develop the following abilities:
  - a. identify the main question, problem, or claim in discourse, and think through it in a critical, creative manner according to the standards of good reasoning, that is, the rules of argument;
  - b. model the critical thinking process or patterns in the humanities, natural sciences, or social sciences; and
  - c. self-consciously apply the standards of critical thinking.

### The Modes of Inquiry

(9 courses: 27-28 credit hours)

This component of the General Education Program serves to provide breadth of knowledge within the liberal arts and to strengthen and expand those skills acquired in the First-Year Experience. It provides a context for the application of specialized learning which occurs in the major and minor programs. The Modes of Inquiry are defined by the various methods, ways of knowing or perspectives, which are available to perceive, understand and interpret a complex world. This approach emphasizes what it means to be liberally educated. It acknowledges the existence of different modes of understanding and encourages recognition that each differs in the way it views or approaches its subject matter. As well, it reveals to the observant learner that disciplines, which are very much different in terms of, content or subject matter can share approaches to knowledge which are quite similar. Finally, the Modes of Inquiry emphasis makes one aware of the usefulness, as well as the limitations, of each of these principal modes of understanding and perspectives.

The Modes of Inquiry requirement is to be completed after the first year, so that the First-Year Experience learning can be applied, although modes courses may also be taken in the freshman year.

**No more than two courses (8 credits) from any one department or area may be used in the 28-credit-hour requirement.**

1. [AC] and [AE] **Aesthetic Understanding:** Two courses, each for a minimum of three credit hours, selected from two distinct departments. One course involves participation in the process of the creative or performing arts. The other course is a critical and discriminative approach to the arts. Note that, for example, if one Aesthetic Understanding course is taken from the Art Department, the second course must be taken in another department, such as Dance, Theatre, English or Music. Note also that an art studio course and an art history course are from the same department, whereas a dance course and a theater course are from two distinct departments.
2. [SB, SP, LB] **Scientific Inquiry:** Two courses for a minimum total of six credit hours. Studies natural phenomena in the physical and biological sciences empirically and systematically. One course must be selected from each of these two general knowledge areas. At least one of these two courses must include a laboratory experience.
3. [SA] **Social Analysis:** One course for a minimum of three credit hours. Systematically studies human behavior, human social interactions and relations, and contemporary social institutions and the practices, conventions, groupings and organizations, which most significantly structure social life in the world today.
4. [PI] **Philosophical Inquiry:** One course with a minimum of three credit hours. Engages in critical and systematic reflection on the root nature of a subject matter in a way that explores the most basic questions about it. One or more areas addressed include the meaning and significance of human experience (ontological questions), the nature and meaning of knowledge (epistemological questions), moral and ethical values of contemporary significance (moral questions) and the nature and meaning of concepts fundamental to a given subject matter (analytical questions).
5. [AH] **American History:** One course with a minimum of three credit hours. Studies significant portions of the narrative of American History, focusing on the political, economical, social and cultural, including an examination of unity and diversity in American society.

6. **World Civilizations:** Two courses with a minimum of six credit hours, one from each of the following areas:

- [XC] Cross-Cultural Perspective: The comparative, holistic study of a people or peoples or ways of life not derived primarily from European civilization such as the societies, civilizations, or cultural traditions originating in Africa, Oceania, or the Americas.
- [WC] Western Civilization: The developmental study of significant aspects of Western Civilization, defined as any civilization, constitutive of or derived primarily from European Civilization.

### Writing-Intensive Course [WI]

This course is intended to further strengthen and reinforce verbal skills acquired in the Freshman Experience courses and involves instruction in the nature of successful writing in the discipline in which the course is being offered. One course designated Writing-Intensive is required, and this course may be in the major or minor, a free elective or a course, which simultaneously meets a Modes of Inquiry requirement. Prerequisite: FW or equivalent.

### Speaking-Intensive Course [SI]

This course is intended to further strengthen and reinforce verbal skills acquired in the First-Year Experience courses and involves oral presentations, which treat the subject matter of the course. One course designated Speaking-Intensive is required, and this course may be in the major or minor, a free elective or a course that simultaneously meets a Modes of Inquiry requirement. Prerequisite: FS or equivalent.

### Modern Language Proficiency [ML]

Given the importance of diverse languages in permitting communication and understanding in an increasingly globalized and interactive world, students must demonstrate proficiency in at least one modern language other than English. This requirement may be met by successfully completing a course numbered "103" in a SUNY Potsdam language sequence or its equivalent or by successfully completing any single 200-level language course within the Modern Languages Department.

Students whose native language is not English, or who have at least four years of high school study of the same language, or who have earned a score of three or higher on an Advanced Placement language examination have already completed this requirement.

Transfer students who have completed fewer than 45 credit hours of college-level coursework prior to matriculating at SUNY Potsdam are subject to the Modern Language Proficiency requirement. Transfer students who have completed 45 or more credit hours of college-level coursework prior to matriculating at SUNY Potsdam must complete one course in a given modern language sequence for every two semesters of full-time enrollment until graduation or until the proficiency has been met. For students whose attendance at SUNY Potsdam is on a part-time basis, one semester of language must be completed for every 30 academic credit hours enrolled until graduation or until the proficiency has been met. Placement and exemption procedures are the same as for all entering students, except that previous college-level work, as well as high school work, will be applied toward the requirement.

### Physical Education [PE]

Physical Education is important to an individual's well being. An understanding of the roles of physical conditioning, stress management, nutrition, physical fitness, leisure, and of the benefits of exercise, directly influences the ability of the individual to lead a productive life. All courses that fulfill the physical education requirement should address

the aforementioned concerns through activities designed to develop not only physical skills, but also a positive attitude toward her or his health.

Each student must complete four appropriately designated physical education courses in addition to the specific total academic credit hours required for the B.A., B.F.A., B.S. or the B.M. degree. A course approved for General Education Physical Education designation and also for a Mode of Inquiry may simultaneously serve toward the completion of both the academic requirement and one course of the physical education requirement. Transfer students who have not completed this requirement must take one physical education course for every 30 hours enrolled at SUNY Potsdam, not to exceed a maximum of four courses.

Participation on an intercollegiate athletic team, on the basis of one course credit given for one season of participation, may be used to fulfill a maximum of two of the four required physical education courses.

A maximum of one-half of the student's requirement may be fulfilled by satisfactory completion of the same activity twice except for outdoor education activities that may not be repeated.

In Physical Education, sports or skills such as varsity lacrosse, fitness training, and archery, are different activities. In Dance, different forms of dance such as ballet, modern and jazz, are different activities.

**Important note:** Potsdam's Physical Education requirement consists of four separate courses, not four credits. A Physical Education course may carry 2 credits, but it still counts as one course, not two, towards fulfillment of the requirement.

### Modified General Education Requirements for 3-2 Engineering Program Students

Students completing the Engineering Double Degree Program (3-2 Program) with SUNY Potsdam and Clarkson University are required to fulfill all of the B.A. Degree General Education requirements except the following which have been waived:

To be determined under advisement, one of the following Modes of Inquiry:

1. Aesthetic Expression – Critical and Discriminative [AC]
2. Aesthetic Express – Experiential [AE]
3. Scientific Inquiry – Biological Sciences [SB]

### Transfer Credits

#### The Use of Credits Earned at Institutions Other than Potsdam to Fulfill General Education Requirements

Credits earned at regionally accredited colleges other than SUNY Potsdam, through Advanced Placement Examination, CLEP Subject Examinations, military education or other acceptable sources are considered transfer credits. Based on the content of the course or examination, transfer credits may be used to fulfill General Education and other degree requirements at SUNY Potsdam.

Upon receipt of official transcripts or examination score reports, the Director of Academic Transfer Services will evaluate transfer coursework and notify the student in writing of how courses apply toward baccalaureate degree requirements. If a student feels that a course satisfies a particular General Education requirement and has not been so designated, he/she should provide a course syllabus to Academic Transfer Services for further examination of course content.

Students planning to enroll in a course at one of New York's two-year colleges, subsequent to their matriculation at SUNY Potsdam, should

visit the transfer Web site: [www.potsdam.edu/admissions/transfer/courses](http://www.potsdam.edu/admissions/transfer/courses). Potsdam equivalent courses and General Education attributes for two-year college courses are available for students to determine transferability of courses.

Students planning to enroll in a course at an institution not on the website should pre-approve their choices with the Director of Academic Transfer Services, in the Admissions Office, Raymond 120.

1. **Acceptance of Credit:** the Director of Academic Transfer Services determines and approves transfer credits and the specific General Education requirements to which they may be applied. Credits will be accepted only for work completed with a final grade of “D” or better at a regionally accredited institution of higher education, i.e., college, junior college, technical institute, seminary, Armed Forces Institute, Service-members Opportunity College (SOC), or foreign institution. Guidelines issued by AACRAO will be used where necessary and applicable to aid in the evaluation.

A written evaluation of the transfer credits which fulfill General Education requirements will be prepared by the Director of Academic Transfer Services. This evaluation constitutes an agreement between the student and SUNY Potsdam; no changes may be made to the detriment of the student because of subsequent changes in SUNY Potsdam policy requirements.

Because of the difficulty in evaluating the equivalence of grading systems among institutions, grades earned elsewhere in courses accepted for transfer credit will not be used in computing the academic average. They are also not included in determining eligibility for the President’s List, Deans’ List or honors designations.

Transferring credits from colleges on the quarter plan necessitates numerical conversion to the semester hour plan used by SUNY Potsdam.

2. **Advanced Placement Examination Credit:** high school students earning a score of three or higher on any College Board Advanced Placement (AP) Examination will gain academic credit applicable to the SUNY Potsdam baccalaureate degree.

Students may earn between three and eight credit hours of College credit for a single AP examination. AP credits may be applied toward satisfaction of specific General Education requirements. They may also be used as equivalent courses or for placement within departmental major and minor programs. Please consult the chart on page 64 for specific General Education and major designations. Students may not repeat for additional credit any college course for which they have already received Advanced Placement credit.

In order to gain Advanced Placement credit, students should request an official score report to be sent to the Director of Academic Transfer Services at Potsdam. Students will then receive a written evaluation of how the AP credit has been applied toward degree requirements.

### General Education Requirements for Transfer Students

Transfer students are governed by the General Education requirements in effect at SUNY Potsdam at the time of the student’s first matriculation in a regionally accredited post-secondary institution within the last six years. Students who do not complete degree requirements within six calendar years from that matriculation must pursue requirements in effect at the time of their continued (or resumed) pursuit of a SUNY Potsdam degree. Students may elect to follow later graduation requirements in effect subsequent to matriculation, but must then finish those requirements completely.

**Please note:** all students transferring as of fall 2002 must complete the SUNY General Education requirements.

Students entering SUNY Potsdam having earned an Associate in Arts (A.A.), Associate in Science (A.S.) or Associate in Applied Science (A.A.S.) degree from a regionally accredited two-year college will be admitted with full junior standing.

Students transferring from a SUNY or CUNY community college with an associate degree, who have completed at least seven, but fewer than ten, of the General Education Learning Outcomes (as defined by SUNY system) will have fulfilled SUNY Potsdam’s Freshman Experience requirements. The Modes of Inquiry, Modern Language, Speaking and Writing Intensive and Physical Education requirements will be evaluated by the Director of Academic Transfer Services on a course-by-course basis.

Students transferring from a SUNY or CUNY community college with an associate degree, who have completed nine of ten (excluding foreign language) General Education Learning Outcomes (as defined by SUNY system) will have fulfilled Potsdam’s Freshman Experience and Modes of Inquiry requirements. The Modern Language, Speaking and Writing Intensive and Physical Education requirements will be evaluated by the Director of Academic Transfer Services on a course-by-course basis.

Transfer students entering SUNY Potsdam without having earned an associate degree will have their transfer work evaluated for satisfaction of General Education requirements on a course-by-course basis.

Transfer students will not be required to repeat courses with essentially the same content, objectives and outcomes as courses contained within the General Education requirements.

Newly accepted transfer students will receive from the Director of Academic Transfer Services, an evaluation of their transcripts as soon as their records at the College are complete, including an official transcript. The evaluation will indicate which General Education requirements have been satisfied and which remain to be completed by the student. It will also serve as a contract between the student and the College. Any questions concerning the evaluation can be directed to the Director of Academic Transfer Services, in the Admissions Office, Raymond 120.

### Participation in Student Learning Assessment Activities

A meaningful and effective General Education Program is one which provides the conscientious student opportunities to acquire knowledge, skills and experiences toward well-defined objectives. These learning objectives are broadly defined in “The Potsdam Graduate” statement and are specifically addressed by the courses, which can be used to fulfill the various components of the General Education curriculum. Each component has an underlying rationale which guides the course content and the required exercises, together with criteria and objectives against which student learning can be assessed. Further, the components have been designed to encourage development of increasingly more sophisticated skills from the freshman through the senior years.

Measuring the learning outcomes of students at various stages in the program is an important activity from a number of perspectives. It provides students and academic advisers information concerning individual strengths and weaknesses, which can be used as a partial basis on which to plan appropriate courses in future semesters. Second, it provides an index of growth over the entire college experience. It is also

## Advanced Placement (AP) Transfer Equivalents

Advanced Placement Program	General Education Requirement Fulfilled	Departmental Equivalence (Score of 3 or higher needed)
<b>ART</b>		
Studio Art: 2-D Design	Aesthetic Experiential [AE]	4 hrs., ARTS 120
Studio Art: 3-D Design	Aesthetic Experiential [AE]	4 hrs.
Studio Art: Drawing	Aesthetic Experiential [AE]	4 hrs., ARTS 110
History of Art	Western Civilization [WC]	6 hrs., ARTH 101 and 102
<b>BIOLOGY</b>		
	Scientific Inquiry-Biological Sciences with Laboratory [SB] [LB]	Score of 3 or 4 = 4 hrs., BIOL 151 or 152 (See Chair) Score of 5 = 8 hrs., BIOL 151 and 152
<b>CHEMISTRY</b>		
	Scientific Inquiry-Physical Sciences with Laboratory [SP] [LB]	Score of 3 or 4 = 4 hrs., CHEM 105 Score of 5 = 8 hrs., CHEM 105 and 106
<b>COMPUTER SCIENCE</b>		
Computer Science A	Freshman Mathematics [FM]	3 hrs., CIS 201
Science AB	Freshman Mathematics [FM]	6 hrs., CIS 201 and 203
<b>ECONOMICS</b>		
Macroeconomics	Social Analysis [SA]	3 hrs., ECON 110
Microeconomics	Social Analysis [SA]	3 hrs., ECON 105
<b>ENGLISH</b>		
Language and Composition	Aesthetic Critical [AC]	Score of 3 = 6 hrs., LITR elective
	Freshman Writing [FW] and Aesthetic Critical [AC]	Score of 4 or 5 = 7 hrs., COMP 101 and LITR elective
Literature and Composition	Aesthetic Critical [AC]	Score of 3 = 6 hrs., LITR elective
	Freshman Writing [FW] and Aesthetic Critical [AC]	Score of 4 or 5 = 7 hrs., COMP 101 and LITR elective
<b>ENVIRONMENTAL SCIENCE</b>		
Environmental Science	Scientific Inquiry-Physical Sciences [SP]	Score of 3, 4 or 5 = 3 hrs.
<b>GEOGRAPHY</b>		
Human Geography	Cross-Cultural Perspective [XC]	3 hrs., GEOG 350

<b>GOVERNMENT AND POLITICS</b>		
United States	Social Analysis [SA]	Score of 3 = 3 hrs., Political Science lower division elective. Score of 4 or 5 = 4 hrs., POLS 110
Comparative	Cross-Cultural Perspective [XC]	3 hrs., POLS 130
<b>HISTORY</b>		
United States	American History [AH]	6 hrs., HIST 201 and 202
European	Western Civilization [WC]	6 hrs., HIST 101 and 102
World	Cross-cultural Perspective [XC]	3 hrs., HIST 100
<b>MATHEMATICS</b>		
Calculus AB	Freshman Mathematics [FM]	Score of 3 = 4 hrs., MATH 110 Score of 4 or 5 = 4 hrs., MATH 151
Calculus BC	Freshman Mathematics [FM]	Score of 3 = 4 hrs., MATH 151 Score of 4 or 5 = 8 hrs., MATH 151 and 152
<b>MODERN LANGUAGE</b>		
French Language	Modern Language	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
French Literature		
Spanish Language	Proficiency [ML]	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
Spanish Literature		
German Language	Modern Language	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
Italian Language		
Latin Literature	Proficiency [ML]	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
Latin-Virgil		
<b>MUSIC</b>		
Music Theory	Aesthetic Experiential [AE]	3 hrs., MULT 101
<b>PHYSICS</b>		
Physics B	Scientific Inquiry: Physical Sciences with Laboratory [SP] [LB]	Score of 3 or 4 = 4 hrs., PHYS 101 Score of 5 = 8 hrs., PHYS 101 and 202
Physics C	Scientific Inquiry: Physical Sciences with Laboratory [SP] [LB]	Score of 3 or 4 = 4 hrs., PHYS 103 (See Chair) Score of 5 = 8 hrs., PHYS 103 and either 204 or 305 (See Chair)
<b>PSYCHOLOGY</b>		
Psychology	Social Analysis [SA]	3 hrs., PSYC 100
<b>STATISTICS</b>		
Statistics	Freshman Mathematics [FM]	3 hrs., MATH 125 or STAT 100

of worth to faculty and administrators in evaluating the effectiveness of the General Education curriculum and revising it as deemed necessary to better serve the needs of current and future students. Finally, prospective employers and others expect institutions of higher learning to provide information, which documents the learning, which occurs in a baccalaureate degree program. From a number of perspectives, measuring learning progress is a valuable activity.

To provide learning outcomes information, students will be required to participate in occasional General Education tests, exercises and surveys aimed at assessing student progress and studying perceptions, attitudes and opinions regarding the program. Students may also be asked to participate in similar assessment activities in their major.

## Majors and Minors

The major requirement is designed to ensure that all students will have the experience of disciplined and cumulative study, carried on over an extended period of time, in an important field of intellectual inquiry. After completing 57 credit hours, or approximately at the end of the sophomore year of study, all students must choose the subject or major area in which they wish to concentrate.

At a minimum, the major consists of 30 credit hours of study in one field. Bachelor of Science and Bachelor of Fine Arts degree majors require more total hours. At least 15 upper-division credit hours of the major must be taken at SUNY Potsdam.

To be eligible to graduate with a bachelor's degree, a student must complete 30 credit hours of the major with at least a 2.0 in each course. Departments may set a higher minimum grade point average or number of credit hours with the approval of the Faculty Senate.

### Declaration/Change of Major

Students may declare more than one major. If the two (or more) majors are associated with different degrees, the student will be awarded the degree of the program listed in the College's records as the first major. For information on earning two bachelor's degrees, see page 17.

The Crane School of Music students select a major at the time of admission and are assigned an advisor prior to the beginning of their first semester of enrollment. Music students wishing to change majors, either within music or to a major in another area of the College, should refer to The Crane School of Music publication, Academic Information Supplement for the correct procedure.

Students in the School of Arts and Sciences may declare a major by making an appointment with the chair of the department in which they wish to major. The chair assigns an adviser in the major and completes the declaration of major form. To change a major a student should make an appointment with the chair of the new department. Majors must be declared after completion of 60 hours but can be declared earlier.

Students who wish to declare a major in teacher education should review the School of Education and Professional Studies application procedures on page 171.

### Selection of Minor

Students who wish to declare a minor should meet with the chair of the department which sponsors the minor and make a declaration in the same manner as for a major.

## Denial for Continuation in Major or Program/ Right to Appeal Denial

With the approval of the appropriate committee of the School and its dean, and the Provost, departments of The Crane School of Music, the School of Arts and Sciences and the School of Education and Professional Studies may establish academic standards for their majors and may deny continuance in the major to students who do not meet the standards.

Students have the right to appeal such denial according to established procedures in the department or School concerned.

## Electives

Most students have the opportunity to elect more than 50 credit hours of coursework outside the major area of study. The electives may be used to strengthen the major; to earn a second major or a minor; to participate in Special Academic Opportunities to meet requirements for entry to various professions, including teacher education or Vocational Intent Programs; or simply to study subjects of individual interest and concern.

Students are reminded, however, that certain other graduation requirements (e.g., for the B.A. degree, 90 credit hours of liberal arts, 70 hours outside of the department and 45 hours of upper-division work) must continue to be carefully observed in choosing electives.

# ACADEMIC ENRICHMENT OPPORTUNITIES

## Center for Undergraduate Research

Contact Person: Carleen Graham  
102 MacVicar, 315-267-2051, [curr@potsdam.edu](mailto:curr@potsdam.edu)

The Center for Undergraduate Research (CUR) is the primary resource for faculty-student collaborative scholarly and creative work that advances the understanding of an academic discipline through the examination, creation and communication of new knowledge.

CUR sponsors a variety of workshops and seminars for faculty and students related to instructional pedagogy, current trends, and best practices in undergraduate research and serves as an advocate to foster a vital campus culture of collaborative faculty-student research and creative activity.

### Awards and Opportunities:

- Kilmer Undergraduate Research Apprenticeships: supports student-faculty collaborative projects during the academic year
- Kilmer Undergraduate Research Poster Excellence Awards: awarded to three students at the annual campus Learning and Research Fair
- Ram L. Chugh North Country Research and Public Service Award: given to a student whose poster at the annual Learning and Research Fair focuses on issues related to and benefiting the North Country region of New York State
- Posters of the Month: highlight student research activities and are displayed in the Carson Hall wing adjacent to MacVicar Hall and on the CUR Web site at [www.potsdam.edu/cur](http://www.potsdam.edu/cur)